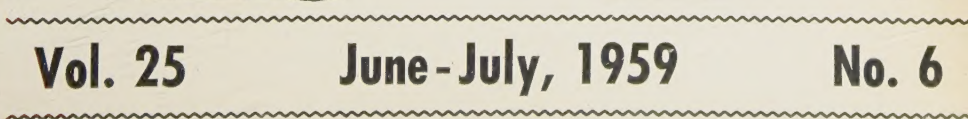
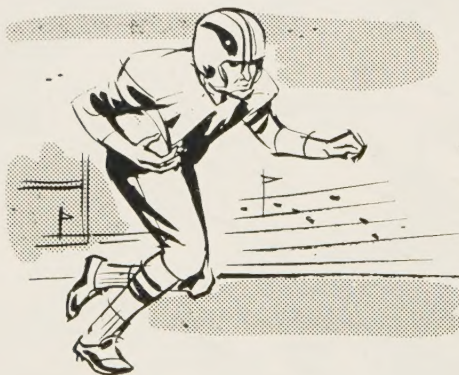
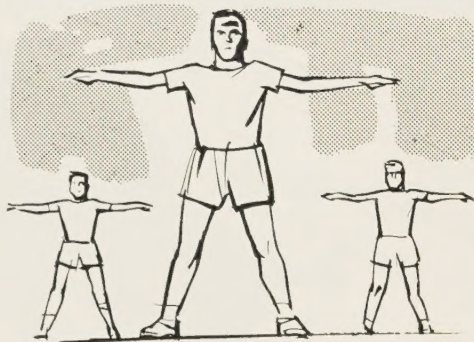


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General Information About CAHPER

THE CAHPER ORGANIZATION is a nation-wide, voluntary, non-profit, non political professional association dedicated to raise Canadian health, recreation and physical education standards. The associations seeks to promote the professional growth and technical competence of its members, to foster the exchange of ideas, to make fact-finding studies, and to co-operate with various cultural and athletic organizations whose objectives are to enhance the lives of Canadians physically, recreationally and aesthetically.

WHO MAY RECEIVE THE CAHPER JOURNAL?

Any person or agency may receive the Journal upon payment of the required fees. Such a person or agency may be categorized as a "member" or a "subscriber".

A **subscriber** is any library, school, agency or individual lay citizen who, upon payment of the \$5.00 fee (plus exchange) may receive the Journal but is not necessarily entitled to any of the other privileges and services of the association. Send fee to the executive Secretary (address below). A renewal or application form appears elsewhere in this Journal.

A **national member** is a person professionally engaged in the fields of health, physical education or recreation. These kindred fields include teachers, youth service group workers, adult education instructors, and community organization specialists.

A **branch member** is a person who, in many of the local or regional branches, across Canada, is required to be a national member. However, at present, in order to fulfil the ideals of the branches (which vary from area to area) the definition for branch membership varies also. A "branch member" who does not qualify as a "national member" may receive the Journal by becoming a "subscriber".

National Membership Categories: Life member — \$75.00; Active member — \$5.00; Student (any university student) — \$2.00. Annual local branch fees over and above the amounts shown may be expected should the member wish to belong to a branch. The active and student membership fee entitles the person to membership for one year effective the date of joining. A renewal or application form appears elsewhere in this Journal.

THE BRANCHES OF CAHPER

Affiliated Branches: The association's strength lies in its affiliated branches. These branches are groups of professionally minded persons organized on provincial, regional, or local levels with a focus of interest varying from area to area. Increasingly these branches appear to be focusing their attention on problems and projects which have a professional orientation.

Persons interested in forming a branch, or interested groups already in existence who would like to become affiliated, should address correspondence to the executive secretary (address below).

Branch Affiliation Fees:

The branch affiliation fee is due on September 1st of each year. The fees have been set according to the number of "**Active National Member**" in the branch as follows:

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Mr. C. R. Blackstock,
Executive Secretary, CAHPER Inc.,
95 Wellesley Street East,
Toronto 5, Ontario.

CAHPER Application or Renewal Form For Membership or Subscription

Mr. C. R. Blackstock,
Executive Secretary, CAHPER Inc.,
95 Wellesley Street East,
Toronto 5, Ontario
Dear Sir:

Please accept this form as: (check **only one** of items 1 to 4)

- ☐ 1. Application form for membership (including Journal) as indicated below.
- ☐ 2. Renewal form for membership as indicated below.
- ☐ 3. Application form for subscription to the CAHPER Journal.
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In your files, please record my name or the agency for whom I am applying in **one** of the following categories: (check **only one** of items 5 to 8)

- ☐ 5. **Subscriber**, which, by definition, is a lay person, agency, library, recreation commission or school interested in receiving a year's subscription of the Journal (\$5.00).
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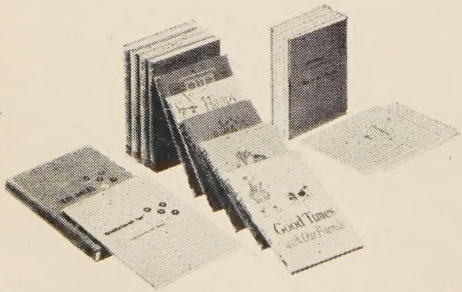
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Cover: The cover was designed by J. Allison Forbes, of the Faculty of Education of the University of Alberta. We believe Mr. Forbes effectively symbolizes the range of activities encouraged by CAHPER members—seasonal activities for young and old, for male and female, whether athletic or cultural.

Mr. Forbes is an associate professor with a keen interest in "education through art". In 1954 he attended the University of London on a fellowship and was awarded the "Associateship of the Institute of Education" of that institution. Currently he is working toward his doctorate at Columbia University. He is research director for the **Canadian Society for Education Through Art.**

Authorized as Second Class Mail Post Office Department, Ottawa.

Editorially Speaking

by

DR. W. D. SMITH,

CAHPER Publications Chairman 1957-59

THE PUBLICATIONS COMMITTEE REPORT*



The major endeavor of publications since the Halifax convention in 1957 has been the Journal. While establishing a publications committee, deciding on format, number of editions, advertising policy and the emphasis of articles for the Journal, your committee

has done little in producing any other form of publication. Several very excellent articles by Hugh Noble on "Physical Education in England and Wales" were distributed through this office in 1957-58. It is anticipated that the newly-elected chairman of publications will have the opportunity to publish additional material.

It was gratifying to receive a very solid vote of confidence from the Montreal and Edmonton meetings of the representative council a little over a year ago. The recommendations that were brought forward at that time have been implemented as completely as possible. In some cases it was not possible to adhere strictly to the suggested alterations. Volume 24 for the 1957-58 year contained four editions published as follows: No. 1 — Nov. '57; No. 2 — Jan. '58; No. 3 — March '58; No. 4 — May '58. Volume 25 for the 1958-59 year will contain six editions published as follows: No. 1 — Sept. '58; No. 2 — Nov. '58; No. 3 — Jan. '59; No. 4 — Feb.-March '59; No. 5 — April-May '59; No. 6 — June-July '59.

It is an opportune time to express a vote of appreciation to the many people

* This report was made at the Edmonton Convention by Dr. Smith and all recommendations are being taken under advisement by the new board of directors.

that did so much during the past two years in contributing to the publishing of the Journal. To Dr. M. L. Van Vliet, president of CAHPER for his staunch support and enthusiastic confidence in the Journal editions; Mr. Gordon A. Wright, chairman of the advertising committee for the Journal for the soliciting of advertising; Mr. Alan F. Affleck, editor of the Journal for the long hours of arduous labor involved in writing, reading, make-up and final approval of each edition of the Journal; Miss Patricia Austin, Journal circulation manager for mailing files, circulation, and subscribers; Mr. Murray Smith, Journal business manager for keeping the advertising accounts balanced; Edmonton Women's Branch and Edmonton Men's Branch for addressing and mailing the Journal editions; Mr. C. R. Blackstock, Dr. M. L. Howell, Dr. J. W. Meagher and all branch correspondents for soliciting, editing and forwarding articles and material for the Journal — and Co-op Press Ltd. Edmonton for the special interest and personal attention of their staff in the printing of the Journal. These are the people that made the publishing of the Journal possible.

It has been very gratifying during the past two years to be a part of CAHPER and to offer some small contribution to communications within the association through the publishing of the Journal. **Mr. J. H. Passmore, Ontario College of Education, 371 Bloor Street West, Toronto 5,** is the newly-elected chairman of publications for 1959-61. Your continued support with articles, news items and Branch reports will be eagerly anticipated by Mr. Passmore during the summer.

In terminating this report certain suggestions or recommendations for the future might be in order. It is my personal opinion that:

1. Present format and size of the Journal be continued.

THE PRESIDENT'S PAGE

by

G. A. WRIGHT,

Director, Physical Education Branch,
Department of Education,
206 Huron Street, Toronto, Ont.



The Biennial Convention of this Association held in Edmonton was a successful highlight in the history of the Association. The enthusiasm experienced by everyone at the final meeting indicated that this Association has reached maturity, a maturity that puts

purpose, service and sacrifice before personal gain. There was growth in tackling problems on principle and spirit rather than technical quibbling. The roles of health, physical education and recreation are beginning to clarify themselves and with this clarification comes a renewed effort to serve the health and recreational needs of youth and adults across Canada.

2. Content for each edition be 36 to 48 pages.
3. Advertising retain the present method of soliciting and the current rates. Optimum amount initially of 12 pages, plus 3 cover pages for a minimum of \$3200.00 for six editions.
4. Six editions be published as a minimum.
5. Cost per edition, plus mailing charges, be held near \$800.00 for 1200 copies.
6. Editor, Business Manager and Journal Circulation Manager for part of Publications Committee.
7. Representative national editorial committee include at least member as a French-speaking delegate.
8. Employment of a part-time executive secretary is necessary with one specific duty being to assist with publications.
9. Responsibilities of the committee include other publications in addition to the Journal.
10. Highlights from the Edmonton Convention for the basic content of Volume 26, No. 1, September, 1959 edition.

What has brought about this sense of responsibility? One would be remiss not to mention the vision and faith of the pioneers in developing a Canadian Association. The Halifax conference in 1957 gave your executive a mandate to serve the needs of people engaged in the field of health, physical education and recreation through the medium of a Journal. Your executive has admirably carried out the obligations.

For the Edmonton Convention the local branches in Edmonton provided speakers who were stimulating and thought-provoking, and workshop sessions where the interests of division were discussed and action taken. The convention committee secured the best possible facilities that established an atmosphere of dignity, pride and industry.

You, the members, have provided membership fees without which the key to our Association—"The Journal"—could not be a source of pride to you.

On behalf of your new executive, may I say that we are looking forward to providing a professional service that will reflect your interest and enthusiasm in health, physical education and recreation.

Membership Recruitment Urged

Our part-time executive secretary Mr. C. R. Blackstock cannot do all the work. Success will depend on team effort. I expect that each member will obligate himself by securing one new membership and one subscription to the Journal from a university library, school library, recreation library or public library. Members who are teaching on summer school staff have a wonderful opportunity to secure new members. Please mail the returns to: **C. R. Blackstock, Executive Secretary, CAHPER, 95 Wellesley Street E., Toronto 5, Ontario.** This will be a temporary head office address.

The new publications chairman Mr. Jack Passmore is busy finding a new publisher and his committee hopes to have a September issue which primarily covers the many interesting sessions held at the June convention. Progress reports will be included in that issue. Until then, thumbs up and good fishing!

A Survey of Physical Education in Europe

"THE PRITCHARD REPORT"

by

D. L. PRITCHARD,
Inspector of Vancouver Schools,
Vancouver, B.C.

I. Background of the Study

This survey is an outgrowth of the work of the Vancouver School Board committee appointed: "To study and report on participation by secondary school students in extra-curricular activities and on the general adequacy of physical training in Secondary Schools." At the February 5th, 1958 meeting it was agreed: "To recommend to the Board that a member of the Administrative staff, who is familiar with secondary School administration and time-tableing, should be sent for a flying visit to representative British and European centre to obtain information regarding their physical education programmes and facilities; also learn what other subjects are included in the curriculum and the time spent on them in comparison with the Vancouver school system."

It has been my privilege to make that visit and I now request permission to submit my report. It is in two parts; this submission, and pictures taken while overseas.

II. Preparations for the Study

In preparation for my trip I interviewed the following people. Many of these were able to suggest schools and people to visit:

Dean N. F. Scarfe, Head of the Faculty of Education, U.B.C. and Mr. Lorne Brown of his staff; Prof. R. F. Osborne, Head of School of Physical Education, U.B.C. and Mrs. H. E. Penney, Miss L. Hammerstrom, Mr. A. B. Laithwaite and Mr. D. Whittle of his staff; Mrs. Marjorie Milne, Vancouver Parks Board; Mr. Don Glover, Director of the Vancouver Y.M.C.A.; Mr. Harcourt Roy, North Vancouver High School; Mr. Gordon Brandreth, Supervisor, Vancouver School Board and several P.E. teachers, exchange teachers, and new appointees who were familiar with the situation in Great Britain.

In February, Dr. Sharp interviewed Dr. Doris Plewes when he was attending the Canadian Conference on Education in Ottawa. She provided many of the most valuable contacts. Letters of introduction were mailed to these people by the Superintendent indicating when I would be in their city and asking their assistance in arranging visits to suitable schools.

III. The Present Situation in British Columbia

The Course of Studies for British Columbia schools makes the following time allotments for Physical Education:

Grades I, II and III — 28 minutes per day for Health and Physical Education.

Grades IV, V and VI — 20 minutes per day for Physical Education and 12 minutes for Health.

Secondary Grades VII to XII — 2 periods to Physical Education and 3 to Health and Personal Development. H. and P.D. may be taken in either Grade XI or XII. This allotment gives 2 hours in 9 calendar days in most schools. In 4 weeks out of 7, students receive only one period of Physical Education.

Swimming

The B.C. Course of Studies for Secondary Schools, says, Page 50, "School facilities for the teaching of swimming have been completely neglected to date. Schools should assume the responsibility of seeing that every student learns to swim well enough to give him personal water safety."

Playing Fields

In the School Building Manual the Provincial Government undertakes to share the cost of playing fields so as to provide one acre per 500 enrolled in elementary schools and one acre per 300 enrolled in secondary schools.

IV. Recent Statements on the Fitness of Youth in Canada and in the United States

Concern over the national level of physical fitness has been quite evident on this continent for the past few years. How serious is the situation? There are many recent pronouncements.

The Kraus-Weber tests showed that 58% of American children failed tests that were passed by all but 9% of Southern European children. They also showed that 36% of American children failed muscular tests that were passed by all but 1% of the Southern European children. Largely as a result of these figures President Eisenhower held a conference in Annapolis in June, 1956, on the **"Fitness of American Youth."**

After noting that, "The ill effects of soft living habits are not seen too readily by the generation so affected," and that, "Programs should be designed to motivate fitness of youth for normal peacetime living", its key recommendation was: "Every boy or girl, as an integral part of his or her education, should have a balanced program of physical and health education and recreation. Such programs should provide exercise to develop strength, flexibility, and other qualities as well as skills for personal enjoyment and development."

In Canada, Dr. Doris W. Plewes, Consultant in Fitness, Department of National Health and Welfare, Ottawa, has been pointing out our national weakness for years. In a recent article, **"Canadians: Rugged or Ragged?"**, she points out that daily exercise along with bathing and tooth brushing are a part of every day personal care. She invites people to make a chart of how they spend their day and emphasizes that everyone should balance his time spent sitting with an equal time of standing and moving.

In her **Information Bulletin** of July, 1957, she points out that lack of exercise is more dangerous than excessive exertion and that a study by Joseph G. Wolffe, M.D. in *Lancet*, March, 1957, indicates that the so called "athletic heart is a mere myth".

In her **Bulletin** of May, 1957, she reports that the rejects of 18 and 20 year

olds called for military service in the United States run about 35%; in West Germany 20%; and Great Britain 9.3%. She quotes, **"This is Britain"**, March, 1957,

"Of those accepted, 76% were placed in the top fitness category, able to meet immediately the toughest physical demands the Navy, Army and Air Force could make upon them.

British doctors are pleased with the percentage. They contend that, in physical fitness and general health, the nation has climbed to a higher level than ever before. And many of them agree that an astonishing post-war boom in sports and physical recreation of all kinds has been a major factor.

British children leave school fit because organized, often compulsory, games and calisthenics figure prominently in the curriculum."

The Canadian Sports Advisory Council presented a paper to the Dominion Government in 1957 entitled **"A Brief Concerning the Problems Arising from Physical Fitness Deficiencies in Canada"**. It noted that in the Kraus-Weber tests only 14% of private school graduates failed compared to 52% of state school graduates.

It quoted Girl Scouts Director, Edith W. Conant: "Year after year, we hear that in the eyes of young people of other countries our 'exchanges' do not seem able to 'take it', and guests from other countries seem to have a similar impression of our younger girls as they see them here in camp and in town." — "Our girls did not have the physical energy for the extended hiking, mountain climbing, cross-country games, or even the folk dancing that other girls of other countries tossed off without losing their breath."

In a recent article, Stanley T. Spicer, Director of Physical Education and Recreation for the Province of New Brunswick reports: "During the past year nearly 1200 boys and girls in New Brunswick schools were given a comprehensive test to determine their physical efficiency. These boys and girls represented all grades, urban and rural backgrounds, and every economic level. The results of these tests, conducted by the Department of National Health and Welfare, indicate that the majority were

low in energy, stamina, and endurance, even for sedentary living. It seems reasonable to assume that this condition exists across the country."

The Canadian Association for Health, Physical Education and Recreation in its outline "**Physical Education for Leisure**", prepared for the Canadian Conference on Education, February, 1958, notes — "A European-trained physiotherapist deplores the fact that in Canadian schools, physical training means only playing games and practising the skills for them. The importance of building up basic physical efficiency is practically ignored." It also points out the crying need for playing fields. "With the lessons learned in urbanized Europe, why has the acquisition of sufficient outdoor space been postponed? The need is increasing and the cost is unlikely to diminish."

The Monthly Letter of the Royal Bank of Canada, January, 1958, also touches on most of the above points and comments, "Physical training in our schools needs an overhauling, according to those experienced in physical fitness. We have spectator sports in plenty, but only a few children are on the teams. Only the members of the teams and their replacements and the cheer leaders get any muscular exercise: the rest are admirers, exercising nothing but their lungs."

A well planned programme of physical education would include a wide variety of activities and many skills.—Participation should be required of every child, just as strictly as attendance at academic classes."

EDITOR'S NOTE:

Sections V and VI of the Mr. Pritchard's report listed all the places, schools and persons visited in Britain, Sweden, Denmark and Germany. These included six teacher-training centres and more than twenty-five schools.

VII. Information Obtained

I tried, as far as possible, to obtain answers to the questions prepared before I left Vancouver. I found the "Heads" to be busy men with similar worries to those found here—despite the fact that they were called Headmasters, Principals, Rektors, Direktors or Inspektors. They did

their best to answer if the question applied or if I could make myself clear. In all Scandinavian schools I visited, the principals had some understanding of English.

Age of Students

Children start school at 5 years of age in Great Britain, 6 years in Denmark and Germany and at 7 years in Sweden. In Denmark two-thirds of the children drop-out at 14+ years; many of these return to Folk Schools after they have passed 18. Most other countries have their largest drop-out at 15+ but the supporters of the Comprehensive Schools in England believe they are already improving the retention in their schools. Birmingham is using a figure of four times the admitting class to estimate total enrolment. This compares with our multiple of five.

School Day

The length of the school day varies from 4½ hours in German elementary schools to 5¼ or 5½ hours which was most common in Britain, to 6½ hours in a High School in Solna, Sweden. Britain has a 5 day school week with inter-school games on Saturday mornings, but Sweden has 6 days for elementary and 5½ days for secondary and Denmark and Germany have a full 6 day week for all. The day begins at 7:45 a.m. in Germany and closes at 1:00 or 1:20 with no break for lunch. It may begin as late as 9:30 in parts of England and end at 4:30 p.m.

School Year

The school year may have from 200 to 210 days in Great Britain but there are over 230 in Denmark and Germany and Sweden claims the longest school year anywhere with 273 school days. Twelve of these may be used at the principal's wish for sports and athletic activities. They are usually taken as 24 half-days for skiing, skating, swimming, track-meets, hikes, expeditions and "orientation", **all under teacher sponsorship**. Older boys and girls act as coaches and leaders for the rest.

Time Allotments

To an extent which is hard to appreciate on this continent, the time-table, curriculum and time-allotment for all subjects in England depend very greatly upon the

beliefs of the individual headmaster. Her Majesty's Inspectors may not approve of the internal arrangements in a school, and may say so, but the "Head" will decide on his own whether or not to conform. For this reason it is impossible to present any real picture of subjects taught and their time allotments. Students are prepared for a certain number of "papers" in their last two years but what those are and in which year they are written depends on the "Head". For example, in one school, senior boys were spending 30 periods on Science, 10 on Mathematics and 5 on Physical Education for their total load. Most "Heads", however, seem to be in agreement that Physical Education and games are an important part of the programme.

In schools visited it was most common to give 20 minutes daily to Primary classes, 30 minutes daily to Elementary classes with a games or swimming period for the two upper grades. The Junior Secondary schools gave 3 to 5 hours per week including games. In the larger centres in Britain this included transportation time to and from the fields.

Compulsory Games

A compulsory games "afternoon" or "morning" is the custom in England and Scotland. All the boys, or all the boys of one grade go out to the playing fields with their regular class teachers and every boy or girl takes part in a compulsory games-training period. Inter-class games may be played later in the season but everyone participates and conditioning is the prime purpose of the game.

Playing Fields

The larger cities cannot provide sufficient pitches near at hand for such a large number of games. For this reason areas of 60, 80 and even 120 acres have been purchased on the fringe of surrounding municipalities and students are transported there, by schools, by the most available means. London has set 35 minutes as its maximum figure for transportation time. The schools which have to travel this far will have 1¼ hours net playing time in an afternoon.

A playing field of 80 acres using London's ratio of 1 acre per 100 will accommo-

date 8,000 students per week, that is, 800 per morning or afternoon session. The remarkable thing is that schedules for the use of the fields and pavilions and for transportation are prepared in advance for each school term and boys and girls play throughout the winter as long as the grounds are playable and it is not pouring with rain. I saw the figures for Morden Park Playing Fields and even in January there were days when 500 or 600 used the fields in a morning or an afternoon. The local authority pays the full cost of transportation.

Swimming

Swimming is supposed to be taught for at least two years in each of the countries visited. One of the few requirements in Britain is that boroughs must provide the pools and that children must be taught swimming in the last year of elementary and in the first year of secondary schooling. London, which has 90 municipal swimming baths, rents these from 9:00 to 4:30 p.m. and has no trouble meeting the requirements. Glasgow and Edinburgh have pools in some schools, mostly built at the turn of the century, but they try to meet the requirements also by renting local baths. They have school pools in their future plans.

Gymnasiums

As will be seen in the pictures, European gymnasiums are smaller and equipped with more heavy equipment than ours. The larger centres in the United Kingdom provide more gymnasiums, usually 1 per 400 students, from 30' x 60' to 40' x 70' in size with no provision for spectators. In Preston they provided only one gym for 800 and took much of their work outdoors. In inclement weather they went for a cross-country run, or took Hygiene, or practised in the corridors or auditorium or dining hall. Scandinavian schools might have one additional large gymnasium called a Sports Hall. It is used for their national game of handball. Usually it does not have provision for spectators.

Equipment

All gymnasiums, whether for boys or girls, had a similar allotment to ours of mats, balance benches, vaulting boxes,

bucks and spring and beat boards and in addition had one or two dozen climbing ropes. German, Swedish and Danish gymnasiums also had rings and horizontal and parallel bars. In all countries except Germany, wall bars and window ladders covered the walls and Swedish beams obstructed the ceilings of most older gymnasiums but in the newer ones these are being replaced by more flexible equipment which can be swung out and used on both sides. Group work, which is now being used in most centres, makes it unnecessary to provide for more than one-third of the class.

London has settled for Cave-Southampton equipment which is economical and, used in sets, can substitute for horizontal and parallel bars and Swedish beams as well as supporting ropes and providing wall bars and window ladders. It is the best equipment that I have seen. Copies and imitations seen in Birmingham and Glasgow were distinctly inferior. Weights were being used in some German, Swedish and Scottish gymnasiums, usually for circuit training.

Showers and Dressing Rooms

Showers and dressing rooms were found in all secondary schools and are required by law for elementary schools in Denmark. The elementary school visited in Cologne had two dressing rooms for the gym and for the pool. This provided for the class arriving and the class leaving and allowed 100% use of the floor or pool. This school had showers for the pool but foot sprays and hand basins for the gym.

Hard-Surfaced Playing Fields

Asphalted areas were provided at nearly all schools visited. Where space was at a premium the whole area was hard-topped. In Great Britain they are providing porous fields which can be played in all weather except after a heaving frost. They have a deep base of coarse cinders topped with a 2 or 3 inch dressing of finely crushed granite. In England they call it "Red-Gra" from "red granite" and in Scotland they call it "Blaes". Some clay may be mixed with the topping as a binder. Glasgow has many clay and cinder and also crushed brick fields but both countries seem to agree on the superiority of the crushed granite.

Cinder and grass are used for tracks. All forms of track and field or "athletics", as they call it, are popular both in Great Britain and on the continent. A large playing field would have several areas for track practice. All secondary schools visited in England had a fenced hard-surface area for tennis and net-ball.

The Programme

In the schools visited the programme was usually quite informal. With boys it opened with a set of loosening up exercises, went on to specific skill instruction and the balance of the period was given over to group activities. The girls used more informal movement work but it had the same limbering effect. All groups now use apparatus for their gymnastic periods — girls do many of the same activities with ropes, vaulting boxes, beams and bars but in most cases they worked on self-determined patterns of activities performed for rhythm and grace of movement rather than muscular development.

Costumes

In the lower grades in England boys and girls to the age of 10 years are encouraged to wear only shorts. Older girls wore the usual shorts and blouse or a special gym uniform. For the outdoor programme during the winter both boys and girls wore warm sweaters and socks in addition to their usual strip. Boys were required to have both soccer boots and running shoes. Such things are accepted there. All secondary schools visited in England had school uniforms of socks, shorts or skirts, sweaters, blazers caps and ties. Many secondary schools in Scotland are dropping soccer in favour of rugby because of its higher prestige in the eyes of Grammar school people.

There is a strong movement interested in building stronger feet by insisting on barefoot work in the gymnasium. All must be barefoot in gymnasiums in Copenhagen and Edinburgh. Primary children and the older girls in England, Scotland and Germany wore no shoes in gym classes.

Towels were usually provided by the children but in St. Augustine's School in Glasgow there was a towel rental which provided 400 clean towels every ten days.

At the Shellen Heath School in Birmingham they have a laundry under the gymnasiums and each child is provided with a clean towel as he leaves the shower.

Inter-School Games

All secondary schools claimed to have inter-school games schedules but none played such a variety of games as we do in Vancouver and they appeared to have less categories of teams. Some of these games are played after school and many were played Saturday morning. In London and Edinburgh it appeared that all were played on Saturday mornings.

Qualifications of Teachers

Almost 18,000 students were enrolled in the 154 teacher training colleges in England in 1954. A great variety of specialization may be done at these colleges. At the present time men's colleges are sending out teachers without further special training—but this is being changed. A male specialist in Physical Education may take a third year at Loughborough or Carnegie and qualify as a specialist in a secondary school. Grammar schools prefer a graduate who has a second qualifying subject. Professor Munrow explained that his School of Physical Education at Birmingham University resulted from demands of the Headmasters' Association for graduate physical education teachers with a second qualifying subject.

In Scotland, all teachers must have three years of training. In both of these countries and in Denmark the government is subsidizing the training of teachers. The government pays the cost of tuition, board and lodging, travelling and other personal expenses of students in accordance with their own or their parents' means. In one training school visited, a wealthy landowner's son and three professional soccer players were the only students not receiving major assistance.

VII. Informed Opinions

In addition to the observations I made in the schools and gymnasiums I spent considerable time questioning the experts I was privileged to meet. They supplied frank answers to most queries.

Re Fitness

Dr. Plewes of Ottawa suggested that we

test the fitness of children and adults by communities. She has the tests and is willing to co-operate with any neighbourhood which will undertake such a study. Professor Hansen of Copenhagen said that while layers of muscles were no particular asset he believed that flexibility and mobility of joints and muscular strength and physical stamina were very desirable in everyone.

Re Time Allotment

Dr. Diem of Cologne said that schooling is a very unnatural and artificial situation made necessary by modern society and that a child needs one hour of activity for every hour of inactivity forced upon it by the school. He believes the school should accept its responsibility to provide at least one hour of the needed activity per day.

Re the Programme

All seem to have come back to a belief in some form of loosening exercise or calisthenics each period, but **not** the old "standing exercises", however. All agree that ropes and climbing and other apparatus are essential to a proper programme. Miss Foster believes these are needed in all grades for both boys and girls. She wishes them used as part of her work in Free Movement. Dr. Diem feels strongly that this post-war generation is growing taller and slimmer and needs especially a fuller development of the arms and chest. Ropes, bars and rings are needed for this development. Other apparatus he thinks of in terms of obstacles they must overcome in their group work but were tending to return to reliance in gymnasium work for complete fitness. Dr. Hansen does not believe that a programme based solely on games can give well-rounded development. He believes that calisthenics, gymnastics, games, swimming and athletics are all necessary.

Professor Munrow believes in games but says we can't rely fully on them for building stamina and endurance. He says that greater endurance comes from:

1. stronger muscles — requiring less effort
2. greater breathing capacity
3. greater circulating capacity
4. greater haemoglobin content in the blood.

His studies show that a trained athlete's body functions much more efficiently than that of one who is not in condition. That in extended vigorous exercise the use of calories, intake of oxygen and circulation of the blood in an efficient body may range to 16 times the rate when at rest. This is his interpretation of fitness or being in condition. He believes that for vigorous work, upper body exercises in which the arms support the weight of the body from ropes, bars, beams and rings are essential. He approves of circuit training for senior boys.

Liability

I discussed the question of liability for claims arising from accidents with this type of equipment. Most claimed that their accidents were very few, that most occurred during outdoor games or in early season jumping practice. Several stated when children are allowed free use of the equipment and allowed to set their own limits, that is, are not required to attempt feats they are afraid of, there are very few accidents. All insisted that only trained teachers be allowed to take classes with apparatus. Miss Foster considers Physical Education just an ordinary risk with little danger if the children are trained and familiar with the apparatus. Dr. Plewes suggests that School Boards insure for it, take normal precautions and then forget it.

Function of Supervisors

Mr. Howieson, the organizer of Physical Education for Edinburgh had also been an organizer in England and took pains to outline the differences in the two countries. In England he is considered a supervisor and an in-service training instructor. His training function is usually written into the contract. A city such as London has 14 Physical Education supervisors each for boys' and girls' work. Birmingham has 4 for each. In Scotland there is usually an Organizer and then two supervisors, one for boys and one for girls. Many secondary specialists, however, are given only a partial load in their own school and spend half days as consultants in the contributory elementary schools. These are regularly scheduled visits.

Compulsory Games

Miss Foster H.M.I. considers compulsory

games a most valuable part of the English programme. Mr. Gem is whole-heartedly in support of them and says they are wanted by the local authorities. Professor Hansen says "Danes go in for games because they enjoy them. We must turn this interest to the best account." Professor Munrow says, "Games, yes! but we cannot depend upon them to build endurance. Some boys are expert followers of the play, say in soccer, and never become really involved." The Scottish bulletin on Secondary Physical Education says, Page 8:

"There must also be a definite allowance of time for training in games during school hours. Experience has shown that if this allowance is not made, as many as three-quarters of the pupils in some schools will have no opportunity to take part in games."

Residential Camp Schools

Mr. Henderson, Principal of Wardie Primary School, Edinburgh, told me that his two senior classes had been away to Broomlee Camp School for two weeks and would be returning by bus that afternoon. The school is situated on 20 acres of lovely parkland and has a Headmaster and cooking and maintenance staff and eating and sleeping accommodation for 250 children. His school had such an early allotment because he was new to the school and had had to make a late application. Parents pay the equivalent of \$12 or \$15 and the teachers of the two classes accompanied them. They believe it a valuable experience for eleven year olds to have a time away from home. Regular classes are conducted but the work is changed to take advantage of the new setting. Many other excursions have been carried out. It is not uncommon for a Glasgow class to exchange with another from the country. The pupils sleep in the school hall and gymnasium and regular feeding accommodation is available in all British schools. The change of environment is valuable for both groups. Fulwood County School in Preston has exchanged with classes in Norway and Germany.

National Encouragement of Games, Athletics and Recreation

A fairly recent development in Europe is the concern for the fitness of youth

after they have entered employment. In England, the Central Council for Physical Recreation, of which Mr. Arthur H. Gem is the vice-chairman, combines this aim with a national scheme supported by the governing bodies of most sports for instructing coaches and training promising young players and athletes. Half the revenue comes from the National Government. Much of the work is self-supporting — clubs vie with one another for the opportunity of sending their players to the coaching schools. England has centres at Bisham Abbey, Lilleshal Hall and Plas y Brenin near Snowdon. Scotland has similar centres at Inverclyde near Largs and at Glenmore Lodge in the Highlands.

I visited the Swedish centre at Boson near Stockholm. Its director, Dr. Pontus Lindbergh, says it accommodates 150 persons, is used the year round, and only one-tenth of its time is used for training Olympic athletes. Those who are fortunate enough to attend have taken regular training in their own area for at least two years. There are 9,400 athletic clubs in Sweden with over 1,000,000 members out of a nation of 7,000,000, so it is an honour to spend a week at the centre. Usually five courses are proceeding at one time each with a maximum of thirty. The best coaches available for the particular sport are brought there — they plan to have Doug Hepburn for a weight lifting course this summer. Mr. Lindbergh says Finland has seven such schools and gives credit to this intensive clinical and instructional work for the relatively high standing of their two countries in international competition.

In all these countries the courses are strictly for amateur athletes. The schools benefit in that many who receive advanced training as coaches are teachers and they are able to use their knowledge and skill in training students.

National Recognition of the Attainment of Physical Fitness

All countries visited have a national system of certificates and badges which are awarded to persons who have passed certain athletic tests. Great Britain and Germany award these to 14 to 18 year olds

but the Scandinavian countries have set standards for all ages. I saw a Norwegian film in which 250 adults were honoured in the Town Hall at Oslo for having earned the highest award for 18 consecutive years.

In Copenhagen, Mr. Paul Jorgensen, the organizer of Danish fitness awards showed me their files of qualifiers. The cards were arranged by year of birth and showed two 75 year olds, one of whom had qualified for the past nine years. He said that there is a very close connection between the schools and the programme; that their awards start at 14 years and that teachers are doing much of the voluntary work.

German children may qualify for three classes of awards by showing proficiency in gymnastics, track and field, swimming or games. The Duke of Edinburgh Awards, in Great Britain, have required standards in much broader fields. Children must qualify in public service and First-Aid, hiking and camping, hobby-craft, and prove fitness in three out of four athletic fields. A much smaller percentage will earn this award.

IX. Conclusion

National Attitude to Physical Education and Fitness

In concluding this part of the report some mention should be made of the effect of sociological conditions on a nation's attitude to fitness. Countries where 90 per cent of the people walk or use bicycles or public transportation and where labour-saving devices are an expensive luxury, can't have the attitudes of a nation which has just turned its back on its pioneer past and is worshipping its proudest possessions, automatic washers, power seats, and power steering.

They do not share our enthusiasm that minds, resources, and machines will see us through. Interest in bodily fitness is encouraged and sponsored by the most influential people in their countries. Most of our present generation of national leaders had the healthful advantage of a youth spent under relatively pioneering conditions. They must be made aware of the softness of modern urban living and of its threat to the health of our youth.

EXPANDING HORIZONS IN RECREATION

by

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In October 1958 Dr. E. J. Tyler addressed the ninety-two delegates at the Western Recreation Conference. After a suitable response to his introduction, in his inimitable style, "Curly" (as he is so widely known in the west) departed from his usual

humour-filled approach to challenge the recreationists present to make a realistic appraisal of recreation's place in a changing society. His thought-provoking address proceeded as follows.

A Startling Decade

"A Bulletin which reached my desk recently quoted the theme of this conference—and the title of this address—"Expanding Horizons in Recreation". Then the following comment appeared "How corney can you get"? Well, such a phrase is certainly corney, but it is an absolutely valid assessment of the current situation in recreation. In fact, "Expanding Horizons" nicely describes the entire history of Canada in the years past and in the years ahead. If we would understand the nature of the "Expanding Horizons in Recreation", if we would understand the people, the society, the nation, then we should look first of all to history. Truly, the last decade in Canadian history has been most startling.

When Canada mobilized her resources in 1939 for the challenge of World War II, Canada was basically an agricultural nation. Today, Canada is recognized throughout the world as a major industrial nation, with industrial potential virtually unlimited.

Not only has the Canadian economy lost its agricultural orientation of prewar years, but even now economists tell us

that the Canadian economy is moving steadily from a "real goods" economy to a "service economy". But what does this mean in terms of people, for it is with people that recreationists are most concerned. Frankly, the implication for society in general, and recreation in particular are startling, and it is to these implications that we must turn.

The Paradox of Productivity

In the past decade there has been a steadily increasing gross national income, coupled with a steadily decreasing length of workday and workweek. We have witnessed the paradox of increased productivity with decreased activity. There has been an ever increasing national population, a steadily developing surplus of goods of all kinds, and a mounting number of unemployed.

Perhaps of more immediate interest to those of us who reside in Western Canada, has been the rapid acceleration of the rural-urban drift of population, the movement of population from rural settings to cities. Here the facts are somewhat startling, and for some quite alarming. In little more than a decade the Canadian population has shifted so that today more than two thirds of Canada's population is in urban areas. In only one province, Saskatchewan, does the rural population equal or exceed the urban population.

The shift is not yet over. Agricultural production experts and economists tell us that ultimately as little as 5% of our population will be required to produce all of the agricultural products needed by our nation. At present the figure stands close to the 25% mark. It is therefore all too apparent that 20% of the Canadian population will move to new surrounding in the years ahead with obvious impact upon the life of our nation.

From Statistics to People

For a moment, let us turn from statis-

tics to the people represented by these statistics. What has this sharp shift in population meant to the rural resident. As in the early 19th century in England after the Closure laws came into being, the farmer is being separated from ownership of the land, and from ownership of the tools of production. He drifted in these times, the periods referred to in history texts as the "Industrial Revolution", into the cities to become a wage earner in a factory, an industrial worker. Today the same process is occurring. Instead of a "Closure Act" as the "first straw" in forcing his move, the modern farmer of Western Canada has been caught up in the movement toward bigness, labelled as integration and contract farming, which is characteristic of the economic evolution obvious in all areas of the Canadian economy.

More important for recreationists are the social implications of these population shifts and these economic facts. What of the farmer who, because he is caught up in economic forces with which he cannot cope, is forced from the land and has gone to the city? As our figures show, such cases are not rare!

In the city to which this displaced person goes, he is a stranger, without economic skills or economic worth, with no roots, with no security in friendships which characterized the rural West of years gone by.

The farmer who remains on the land finds that while he retains some degree of economic worth, he lives in relative isolation. His children must drive to the nearest town, now much fewer than in years past, for school, to worship, for any recreation. The rural scene is marked by social isolation, decline of opportunities for fellowship, and a weakening of the social web which binds one man to another to form a strong society, and assures social well being for all.

Technological Obsolescence

In the starkest terms the facts of population shifts imply that a large segment of the Canadian population has found that their technical skills, the skills with which to earn a living, have become obsolete, useless, unneeded. This experience has not

been confined to the rural population. It was all too apparent when men returned from the armed services to civilian life after World War II. It was spectacularly apparent in the recent industrial conflict centering upon the fate of railroad firemen.

Now, perhaps, the significance of the rising unemployment figures may take on meaning. Especially is this true, when we find that the bulk of those unemployed have no saleable skills; and when we find that there are large numbers of unfilled jobs all of which call for special skills or training. Certainly, technological obsolescence of skills is a major factor in unemployment statistics.

Technologically Obsolete People

On at least one other occasion Canada experienced major unemployment, and that was during the Depression years, the 1930's. During those years, but for other reasons, few men possessed technical skills required and desired by society. There is a major difference to-day, however. To-day our economy can support, in terms of necessities for living, a very sizeable number of unemployed, of technologically obsolete people.

The real significance of technological obsolescence however is not economic, it is social. It has always been social. When those skills by which a man has earned a living are rendered obsolete, that man loses much more than his means of livelihood. He loses the basis of his sense of worth as a person, the source of his status in society. He loses his hopes and his dreams. He becomes a shell, not a man. My memories of the Depression, and yours too, will bear out the validity of these statements.

The Social Implications

In short, technological obsolescence, has profound social implications. It has far reaching effects in all phases of social behavior, political, educational, recreational, religious. Let us look back again in history to the 19th century, the era of the Industrial Revolution. Out of the social upheaval of the times, those who had lost their status, when they lost their land and

their technical usefulness as farmers, sought new citizenship, new status, politically and the result was the Chartist movements with the move for universal ballot.

The 1930's saw a similar pattern and its political results were apparent in the rise of the Social Credit Government of William Aberhart, and the C.C.F. Government of T. C. Douglas. It is not coincidence that both of these political movements appealed much more to the dreams of men, though they did not ignore the economic concerns ical figure secured almost universal approval of the time.

It is only a year ago that another approval from the Canadian voters, more on the basis of appeal to the dreams of men, a vision of greatness, than on anything else!

The hopelessness and helplessness of the technologically displaced persons who jammed the cities and filled the ranks of the unemployed in the early 19th century gave rise to the conditions of drunkenness and moral degradation which cried out for action in the field of religion, and the result was the Great Methodist movement of the Wesleys. Out of the enforced leisure,—and the moral condition came too, the pioneer of much in recreation in the organization of the Y.M.C.A.

A New Source of Status

In the 1940's the enforced leisure, and the loss of status, of selfhood implicit in "living on relief" drove men to seek a new source of status, of prestige, of friendship, of purpose. They found it in recreation. It is not a quirk of circumstance that the 1930's produced in America outstanding developments not only in athletics, but in literature, art, drama and music, major developments in the entire field of recreation.

People found purpose in recreation. They found reasons for living, purposes which gave meaning to life. Often it was not activities which provided such purpose, but the opportunities to serve one's fellow man as a leader which counted. Thus it is that we find the volunteer becoming an accepted and major consideration in recreation for the first time, during the 1930's.

But the time has come to look at the present and to consider the way of the future. Politically, great changes lie ahead. New concepts of government are apparent. More and more, government is entering the social life of the nation, through welfare services, through hospital services, in business. Undoubtedly the role of government will expand—into education, where it already operates at the university level, and into recreation ultimately.

In the field of Education an "agonizing reappraisal" is underway in all of Canada. In most of the provinces Royal commissions are studying Education. It is quite certain that the changes resulting will radically alter our existing concepts of education. This is as it should be, for it is to education that we must look for the development of skills with which to earn a living. Skills, which are not obsolete, but adequate for an expanding economy, and a growing nation.

Finally, and from our viewpoint, what about recreation? Without a doubt, recreation stands at a crossroad. The forces which are remolding our society cannot be ignored. Recreation, too must change and must grow. For it is to recreation that we must look for the activities and skills which can make life worth living, which can help people through activities, to build friendships, to find purpose and meaning to life. But this will be true only if Recreationists fully understand the challenges and opportunities of to-day.

Defining the Problems

And where does it all begin? It begins with serious analysis, searching research into the role and nature of recreation. It means some honest, down to earth study which has been all too conspicuous by its absence in the field of recreation.

In recreation, we are probably ten years behind the times, in terms of understanding and helping others to understand the nature of recreation. It is amazing how many recreationists really see recreation as "an aspirin for leisure time". It is discouraging to meet continually a group of people who promote and preach recreation as a cure for, or preventative of "juvenile delinquency". Worst of all is the surprisingly large number who consider rec-

reation as a refined form of baby-sitting—and a very convenient form too.

The expanding horizons of recreation demand our recognition that recreation programs must be the kind which permit men to develop their uniquely human attributes. Programs which permit people to find friendships, to feel "at home" with their fellow man. Programs which permit worth; which help people to find joy and people to experience a sense of personal harmony and happiness in life. **Above all, programs which help people to find a purpose, a meaning in life.** In the light of this, I strongly feel that the athletic, playground centered, recreation program which characterizes so many communities is totally obsolete.

Certainly such thinking calls for a realization and redefinition of the role of the volunteer leader in recreation, for to-day, perhaps as never before, there is a role, a growing role for volunteer leaders in recreation. Not on the basis of what he can do for us, but in terms of what he can do for others, and for himself.

Present Training — Dubious Value

If we are to alter any of our thinking about recreation, then perhaps the starting point is in the training and preparation of professional leaders for recreation. I am of the opinion that current training as carried out by universities is, at best, of dubious value.

At present, universities are graduating too many technicians in the field and too few engineers. It is a tragedy that virtually the sole source of training in recreation at the university level lies outside of Canada. We need these centers in Canada where they can and will reflect the culture and the conditions which gave meaning to recreation.

Three Challenges to Professionals

The expanding horizons of Recreation demand not only team planning but they demand direct action now. May I mention but three areas to which Recreationists should direct their attention.

First, Recreationists should be active now in encouraging government at all levels to review their role in recreation. Make no mistake about it, government will have an expanding role in recreation, in

the years ahead. It is the responsibility of those in recreation to help shape this role. So I urge you to encourage provincial studies, Royal commission or study committees established by government to plan and prepare for recreation in the future.

Secondly, Recreationists, employees or employers need badly to look at themselves and their profession in terms of its opportunities, its demands, and the personal factors essential to it. I strongly suspect that working conditions, opportunities for professional growth are deficient in the field of recreation to-day.

Finally, the expanding horizons of recreation demand that we take a long look at ourselves. It's time to put aside the petty jealousies, the personalities, the empire building, and to attempt to unite our efforts in a truly professional recreation movement. It will not be easy. It will be expensive. But it will also be satisfying. It is only as we find meaning and purpose in life, when we find friendship and harmony in life, that we can help others, through our recreation programs, to find these things.

Shakespeare wrote a line which I think is fitting to end this discussion, "There is a tide in the affairs of men which, if taken at the flood, leads on."

For recreation, I think the time is here!

SOME CHARACTERISTICS OF A PROFESSION

1. Regarded by its members as a life work.
2. Service is placed above gain.
3. Insists on highest standards of character.
4. Recognizes the status of the worker on basis of his worth.
5. Develops organizations and organs of communication.
6. Evolves a code of ethics governing work and behaviour.
7. Relies on a body of knowledge—scientifically valid and philosophically coherent.
8. Requires extended "professional" education and internship.
9. Exerts dignified yet aggressive leadership.
10. Is legally recognized by the law of the land.

"Crisis" or "Crusade" in Physical Education

by JACK PASSMORE * B.A., B.P.H.E.,

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Surely all teachers of Physical Education recognize that the keen public interest directed toward education recently, has important implications that our profession cannot afford to ignore.

The recent furor over physical fitness is just one aspect of the

whole problem. This new interest was largely initiated by the controversial Kraus-Weber tests and, in the United States, by President Eisenhower's personal reaction to "The Report that Shocked the Nation."

In Canada we responded with righteous indignation to the recent Royal Bank newsletter called "In Search of Physical Fitness." While no criticism was directed specifically at the Physical Education profession, the implication that we are doing a particularly good job was most certainly evident.

What Are We Going To Do?

Well, fellow Physical Educators, what are we going to do about it? Are we merely going to proclaim that it just isn't so and retire to a carefully prepared defensive position

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Jack Passmore is Associate Professor of Education at the Ontario College of Education. He is the former supervisor of Physical Education of Ottawa and during World War II he was officer in charge of the R.C.A.F. School of Physical Education at Trenton, Ontario. He is the co-author of the text "Building Health" and author of the section on "Physical Education in Canadian Schools" which appears in the *Encyclopedia Canadiana*. Mr. Passmore has had a term as president of the Ontario Division of the Red Cross Society. For a number of years he directed the Camping Section of the Department of Education for the Province of Ontario. For the next two years, he will be responsible for the solicitation of articles for the Journal as he was recently elected "Publications Chairman" for CAHPER Inc.

- by questioning the accuracy of many of the statements made?
- to confuse the issue by asking the significant question, "fit for what?"
- by preparing definitions of "total fitness" that the public would not understand or support?

Or are we going to counter-attack by presenting valid facts and figures that we believe would demonstrate conclusively that nationally we are healthier and fitter than ever before?

And emphasize the tremendous accomplishments that have been made during the last ten years, particularly at a university training level and in the secondary school field?

Our Professional Obligation

We have, of course, a professional and personal obligation to strongly defend our educational programmes. In spite of many shortcomings we can be justly proud of what we have accomplished.

But I suggest to you that we are being presented with a wonderful opportunity to improve our programmes and secure more public support. We can use this newly aroused interest in physical fitness to great advantage. The "crisis" in Education can be diverted into a "crusade" for better Physical Education.

We frequently complain that the public has no appreciation of a modern Physical Education programme; that the average parent still thinks that we are teaching the kind of "P.T." that he was required to take many years ago in either the school or the armed forces; that every man who ever played any kind of a game considers himself an expert on sport; that we are not really regarded as teachers by our academic colleagues, but merely as recreation supervisors and coaches.

But what, may I ask, are we doing to correct these false impressions? More changes in methods and teaching techniques have probably taken place in Physical Education in recent years than in any

other subject area. But do our principals and parents know about it?

What have done in the last five years to tell or show people **what** we are doing? How often have we sought opportunities to address home and school associations, service clubs, church groups, etc? Have we ever presented a good public demonstration of our work involving a large number of pupils?

Last winter I was invited to attend a Physical Education display presented by the boys and girls of a small high school. I was both surprised and delighted with their performance and the large number of parents in attendance. I am convinced that this fine demonstration had better public relations value than all the inter-school athletic competitions conducted by this particular school during the entire year.

Some Proposals

I suggest to you that this is an extremely opportune time to re-examine our Physical Education programmes at all levels. I propose that we:

1. Take a good, hard look at our objectives to see if they are meeting present-day needs in Education.
2. Ask ourselves whether we are really teaching Physical Education or merely conducting recreation?
3. Carefully examine the health habits and all-round fitness of our finished product—the young adult.
4. Investigate every possibility in providing the individual student with a more adequate physical education programme—tailored to meet his interests and needs.
5. Carefully review all new developments in other countries and introduce new ideas that will improve our programmes.
6. Make a greater interest to enlist the active interest and support of all parents.
7. Decide whether we are using our time and facilities to best advantage.
8. Ask ourselves if in the conduct of our inter-school activities we are holding a tiger by the tail. Is this aspect of our work demanding more time, effort, and money than is warranted?
9. Question whether we honestly have a truly professional attitude toward Physical Education. when we attend

Our "Hypocritic" Oath

by

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Keep fit! Maintain a sound body by moderation in all indulgences to the human body. Keep fit! Practise health habits beneficial to physical and mental development. Keep fit! Use big muscle activity throughout your life to a minimum level of fitness. Keep fit! Stay fit!

Bunk! Who are we trying to fool? We evidently do not believe our own words! If you doubt that this is true, I challenge you to critically analyze these two questions, keeping in mind that we hammer

About the Author:

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In 1950 he graduated from Maryville College, Tennessee with a B.Sc. in Physical Education following which he served on active duty with the United States Marine Corps. In 1953 he completed his M.Sc. in Physical Education at the University of Tennessee before gaining a year's experience in a Tennessee high school. Then in 1955-56 he was physical education director at Reinhardt College, Georgia before going on the staff of his alma mater, University of Tennessee for two years. In 1958 he joined the staff at the University of Saskatchewan and so realized a desire he had held for a long time to come to Canada.

This fall he will coach the University of Saskatchewan wrestling team. He approaches this with sound qualifications for he was champion of the Southeastern Conference in 1950 in the 137 lb. class.

coaching clinics in large numbers, but avoid special workshops and lectures directly related to our teaching programmes; and when a majority of our members are reluctant to support our professional organizations?

10. Finally, that we try to gradually develop a Physical Education programme that is characteristically Canadian.

those aforementioned statements down the throats of our "not so dumb" students day after day and week after week. First, do our lives exemplify our professed beliefs, and second, regardless of excuses, is there a definite phase of our program focused on helping our students achieve such standards? Unfortunately, our answers I submit would all sound apologetically the same.

This is a disturbing problem, as well it should be, to all persons engaged in physical education work, because our profession has at its disposal an extremely unique tool. We are not limited to the realm of the intellectual in our attempt to educate our youth. We can teach young people to think, to act, to create, and to express themselves by transposing knowledge into action. Very few professions geared towards education have the good fortune to be blessed with such an opportunity!

The problem in itself is nothing new at all. Neither is this problem peculiar to the field of physical education. Yet, what a profound influence our profession could make on society if we could only force ourselves to produce the correct solution. No doubt, as a profession, we would find ourselves more firmly established on par with other education faculties.

Jesse F. Williams, C. H. McCloy, Delbert Oberteuffer, A. A. Esslinger, Charles Bucher, etc., — in fact practically all leaders in our field, have expressed in general agreement, the basic purposes and objectives — certainly no one has denied their acceptance of such beliefs.

We physical educators applaud with vigor and enthusiasm such objectives as the (1) promotion of physical fitness, (2) raising of health standards, (3) building of character, (4) teaching of motor skills adaptable for use in adult life and (5) cultivation of general physical education appreciation. Our best job, we will no doubt agree, has and is being done in objectives four and five. What about objectives one, two, and three?

We promote physical fitness by offering physical education classes twice a week — if we are lucky; by failure to incorporate any semblance of fitness work in our pro-

grams; and by critical joke sessions of serious advocates in this belief!

We raise health standards by failure to enforce health regulations in our activity classes; by neglecting to afford our elementary children adequate facilities and teachers; and by our apparent disregard for general health practices in our daily living!

We build character by exposing our children to physical education; by instructing our children with acceptable present day foul language standards; and by teaching temperance under too many red noses!

What a debauchery! Setting standards for those we teach is certainly useless if we prove our own unfaithfulness to such standards by our adverse actions. Our profession stands on shaky ground if it does not hold secure to its principles and philosophies.

We wonder why our profession has not achieved the respect of the other areas of education. Is our profession deserving of this respect? Many character development claims are attributed as resulting directly from physical education training. Someone once queried as to whether this character development might not have just as well occurred **in spite of** physical education training. Let us carefully state our beliefs and make earnest endeavors to uphold them.

The problem seems to be one of hypocrisy. We do not actually believe or practice what we say we believe. The answer seems clear enough. Only two avenues of escape are open — neither of which are easily applicable. One easy solution is, of course, to change our objectives to correspond with our beliefs (as we indicate by our actions). The other, certainly the harder way, is to reaffirm our accepted objectives and make a sincere and dedicated effort to practice them in our actions and in our curriculum development.

"If the shoe fits, wear it." Such advise is certainly well meaning, but it offers no hope to the wearer. A revision to this saying might be in order—"If the shoe fits, wear it; but take heart, you may change either the foot or the shoe!" Our objectives are firmly rooted in a staunch foundation; perhaps we had better make the change in ourselves!

Should the Sport of Boxing Be Discontinued? Yes!

by
DR. ARTHUR H. STEINHAUS*
Professor of Physiology and Dean of
George Williams College, Chicago 15, Ill.

The sport of boxing as now practiced should be discontinued because

1. The head of man is not constructed to take the blows delivered in boxing.

2. It is not a true sport when measured by modern standards of sports and sportsmanship.

3. It is immoral when judged by the principles of Christianity and the standards of an enlightened social conscience.

Man's Head is not Constructed to Take the Blows of Boxing

Scores of boxers have died from blows to the head. The recent death of the 1952 Olympic champion, Mr. Saunders, is just one illustration. But where one man is killed, scores of others suffer brain injury that makes them punch drunk for life; and for every one who becomes punchy, other hundreds suffer milder but permanent brain damage that leaves them weak-minded, dull, hyper-irritable, irresponsible, forgetful, slow in speech, subject to headaches, dizziness, and moody spells. Several boxers have themselves told me that since taking severe head punishment, they have never been able to think clearly again. Some have lost their hearing; others are partially blind. Such signs and symptoms are no surprise to medical scientists and

to brain surgeons. In fact, the anatomy of the brain and skull is such that these conditions are really expected.

The brain of man weighs about three pounds. It is fluid packed in cerebro-spinal fluid within the skull. A blow to the head causes the brain to wobble, slide, and twist inside the skull. Such movement causes the sphenoid ridge which comes to a sharp edge to saw the under side of the brain at a point where some of our most sensitive and important brain functions are located.

In consequence, the brain suffers hemorrhage, lacerations, contusions, and swelling. All injury to brain tissue is permanent and, therefore, cumulative. Just last year Dr. Pampus of the famed Neurological Institute of Bonn University discovered that brain waves taken after a second knock-out remain abnormal for a much longer time than those taken after the first knock-out. This proves that damage piles up.

Some of our best known boxers of yesterday and today are suffering irreparable brain damage from their boxing days. Gene Tunney who himself quit boxing because as he put it, "The possibility of becoming punch drunk haunted me for weeks," has said the following,

"When I see a young fellow being quickly knocked out, I feel relieved in his interest. I think he might be saved from real danger, from being hit on the head for years, though by minor blows, and thereby from being beaten into a mental wreck."

Every head pummeling, with or without a knockout, is likely to leave a small portion of brain tissue permanently damaged. It is very probable that from fifteen to twenty-five percent of the men who enter a national or Olympic tournament come out with some permanent damage. In time these small injuries add up to produce serious mental defects.

In 1949 the boxing commissions of New

* Adapted from the main speech and rebuttal used by Arthur H. Steinhaus in supporting the Affirmative of the question "Should the Sport of Boxing be Discontinued," on NBC's television program "Debate," Sunday, evening, December 16, 1956. The Negative side was presented by Mr. Frank Gilmer, Chairman of the Illinois Athletic Commission. The debate was judged by a Deputy Chief of Police, a President of the League of Women's Voters, and a Professor of Northwestern University's School of Speech. Dr. Steinhaus won by a split decision.

** Reprinted from the Physical Educator of Phi Epsilon Kappa, Volume XIV, No. 4, December, 1957 with permission of the author.

York and Illinois alone disqualified 149 boxers as permanently unfit. Abe Green, Chairman of the National Boxing Association, is authority for this datum. Abe Greene is also credited for this with the following quotation:

"A constant beating about the head induces in a fighter the stage known generally as punch-drunkenness. Oft-times," he says, "a fighter may be in good shape outwardly, yet he is suffering any one of a number of impairments. His sight may be in danger, he may be damaged by heavy blows in the past which have caused a series of smaller hemorrhages"

Men like Abe Green know that the head of man is not built to take boxing blows.

Boxing is not a true sport when measured by modern standards of sports and sportsmanship

First, there is no sport except boxing in which the primary purpose is to inflict bodily injury on an opponent, and in which victory goes to a man because he has successfully beaten his opponent into temporary unconsciousness.

Second, in no sport except boxing do spectators expect and even demand that bodily damage be inflicted.

Third, in every sport except boxing everyone feels badly when someone is injured, and the injured player is respected, even applauded by both sides.

Fourth, in every American sport except boxing there is a provision for time out and for substitution when there is bodily injury. The injured contestant may leave the field without disgrace and without loss of self-respect.

Fifth, in no sport except boxing is a man's competence or courage judged by his readiness to continue in contest after suffering bodily injury.

Sixth, in every sport except boxing a bloody nose, a lacerated face, or temporary unconsciousness are recorded as accidents. In boxing these are produced on purpose and not reported as accidents. Thus boxing has a fictitiously low accident record.

Seventh, based on deaths per 100,000 participants, professional boxing is 83 times more deadly than high school football, 50 times more deadly than college football, and infinitely more deadly than professional football.

Because boxing does not measure up to the standards of other sports or to the ideals of American sportsmanship, it deserves no place in the family of sports.

Boxing is immoral when judged by the principles of Christianity and the standards of an enlightened social conscience.

In 1947 Father Damen of Rome wrote "It is difficult to reconcile prize fighting as we have it today with Catholic principles of morality. Even boxing," he says, "is so often accompanied by injury that it may easily assume sinful features."

In 1951 Father Hillman of Norwalk, Connecticut, pointed out that because a boxer's intention is to inflict serious wounds on his opponent or to knock him unconscious, and because he frequently succeeds, the boxer is violating the fifth commandment. Father Hillman says,

"The moral implications are obvious. A boxer sins when he attempts to land severe blows on the head of his opponent. The matter is grave because of the importance and delicacy of the organ which is attacked." He then goes on to say that "by his enthusiasm the spectator positively encourages the boxer . . . This concurrence in which the spectator positively sustains, fosters, and encourages the contestants in their immoral actions can hardly be considered anything less than formal co-operation in sin."

Recently Mrs. Motz of Lake Crystal, Minnesota, after her seventeen-year-old son was killed in an amateur bout wrote me,

"I did not know the dangers of boxing, and I am sure that my son never did either. It would be much fairer for men who put these boxing bouts on to explain to these young lads the real dangers of boxing. Can't this sport be stopped?"

Any traffic that exposes our youth, who often are innocent of the true facts, to conditions in which the dangers of permanent brain damage and even death are as certain as they are in boxing, is immoral when judged by the principles of Christianity and the standards of enlightened conscience.

The Rebuttal

Because my critics are prone to ask "What does an old, impractical college professor who never boxed know about the thrills that come to one who engages in the manly art of self defense?" I will

quote from a recent statement made by Paul Gallico, a one time ring opponent of Jack Dempsey and now a famed writer and columnist. In this statement published in the Daily Mail of September 6, 1955, Mr. Gallico annihilates most of the claims that my worthy opponents have made for boxing in language more direct and more forceful than I could muster. He says,

"If I were a dictator I would abolish prize-fighting in my country by decree. I should scrap all rings, burn all boxing gloves, and never let a youth be taught to strike another with his fists, for prize-fighting and boxing are stupid, senseless, unappetizing, inefficient, and 100 percent useless.

"Most of the things said or written about boxing—that it is healthful, manly, sporting, virile, scientific, and good for the development of character and self-reliance—are untrue.

"I have covered boxing, promoted boxing, watched it, thought about it, and after long reflection I cannot find a single thing that is good about it from the point of view of either participant or spectator.

"It brings out the worst in human beings.

"As entertainment it is uncivilized; as exercise it is contradictory and ridiculous; as a means of self-defence it is wholly absurd

"It is known that serious lesions in the brain, leading to eventual paralysis and even death, as well as damage to the optic nerves causing blindness, can and do result from these blows.

"It is further known that a light blow delivered low can render a man as quickly hors de combat, flooring him and causing him to lose all further interest in fighting, but without doing him any permanent injury leading to darkness, imbecility, or the grave.

"Yet the low punch is barred and called foul, and when used causes the sportsmen among the spectators to seethe with indignation and cry out in anger, demanding punishment for the guilty party while every wallop to the head and jaw, eyes, nose, and ears, all of the delicate sensory organs, is hailed with delight and cheered, particularly when those blows bruise, maim, cut and tear.

"I reproach myself when I recall that I invented and started the Golden Gloves Amateur Boxing Tournament and, by glamourizing and publicizing a useless, dangerous sport, am responsible for hundreds of young men becoming professional prize-fighters. If there is a

chapter in my life I would care to erase it is this one.

"Prize-fighting, amateur or professional, was, is, and always will be a low, twdry, greedy game.

"There is no magic about prize-fighting that rescues the lost soul. Kids can be just as much interested in football, hockey, tennis, cricket, and athletics. What they want is the sense of belonging, of being wanted and needed.

"Any team game is immediately the superior, in social work, of boxing.

"Boxing is the most selfish and self-centered sport there is.

"Beating a man into insensibility with a padded fist takes time.

"The first rule of the sport is to weaken the opponent by belaboring him in painful and vulnerable spots such as the kidneys, the stomach, the solar plexus, and the heart, as well as the head. If a cut or abrasion appears on the face, this must be enlarged. A broken nose is to be hammered, a torn ear further lacerated.

"If all this is fair and above board, consider what the shadier methods must be, and are.

"To sum up: Prize-fighting and boxing have no value whatsoever in our civilization, physically, ethically, morally, or spiritually."

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Aims and Objectives of Extracurricular Activities for High Schools

by

ROBERT H. ROUTLEDGE,

Assistant Supervisor of Physical Education,
Edmonton Public School Board,
10733 - 101 Street, Edmonton, Alberta

About the Author:

R. H. "Bob" Routledge will be well known to all those who attended the 1959 CAHPER Convention where he served as convention chairman. His election to the office was no doubt the collective expression of Edmonton members' respect for his leadership and administrative abilities. The apparent success of the convention suggests that their faith was well founded.

Since his graduation from the University of Alberta with a B.Ed. degree, he has had considerable experience as a teacher and an administrator. Before World War II he taught for four years in one-room rural schools. In 1939 he became Provincial Supervisor of the Canadian Youth Training Plan for Alberta, the forerunner to the present Recreation Bureau of the provincial government. From September 1941 until the end of the war he served as a navigator in the R.C.A.F., after which he joined the teaching staff of the Edmonton Public School Board where he is now employed as Assistant Supervisor of Physical Education.

Bob's concern for the physical education principle of "maximum participation" goes far beyond the "platitudes-for-speeches-and-examinations" stage, for throughout his career, he has been dedicated to devising ways and means of getting "those who need it most" involved in intramural athletics. Recently he completed a comprehensive precis on intramural organization which a number of the local CAHPER members believe would make an outstanding booklet in a "Physical Education in Canada" series. Such a series published under the auspices of CAHPER Inc. has been discussed nationally for some years.

Currently he is working on his Master's degree in Education culminating in a thesis problem in physical education. He is using the **A.A.H.P.E.R. Youth Fitness Test Battery for Boys in Junior and Senior High Schools** to test Edmonton boys in order to compare their achievements with those of the U.S.A. He hopes to set up local norms for the Edmonton schools.

Bob is a family man with three boys and a girl. His wife, Sally, was formerly a physical education instructress. He has a unique and fascinating hobby or designing and constructing polyhedrons.



Before 1950 the public high schools of Edmonton ranged in enrolment from three to seven hundred pupils each. Since then they have expanded rapidly to populations of from one thousand to fifteen hundred each. This rapid increase in numbers of students

and accompanying increase in size of staff resulted in a seeming unavoidable upward spiral in bulk and complexity of activities attached to, but not clearly part of, the authorized curriculum. Because these associated activities appeared to be absorbing an ever-increasing proportion of the time and energy of teachers, many thoughtful administrators and teachers saw the need for study of the problem. They saw also a need for formulation of guiding principles to be used by administrators to protect students, teachers, and the authorized curriculum.

In January, 1956, the Edmonton High School Local of the Alberta Teachers' Association (A.T.A.) set up a committee to study the administrative problems of composite high schools. This committee of twenty-two persons worked until March, 1958, at which time they completed a report entitled **"A Survey of the Teacher Load in Curricular, Extracurricular, and Professional Activities of the Edmonton Public High Schools for the Year 1956-57"**

It is not the purpose of this article to reproduce the report. However, as a member of the committee, one of my first tasks was the formulation of an acceptable statement of philosophy, aims and objectives of extracurricular activities. This statement was accepted officially by the A.T.A. local before the completion of the main report, and later included with it. The same statement was also incorporated in the brief submitted in 1958 by the Edmonton Men's Branch of CAHPER to

the Cameron Royal Commission on Education in Alberta.

I wish to acknowledge the very valuable assistance and advice given by Mr. Arnold Henderson, Principal of Ross Sheppard Composite High School, and by Mr. Wm. Waddell, Assistant Principal at Victoria Composite High School, both of Edmonton. The statement of philosophy follows:

"The Aims and Objectives of Extracurricular Activities for the Edmonton Public High Schools"

Educators to-day are concerned not only with the mental development of their students, but also with their social, physical, and emotional growth and adjustment. It is therefore necessary for the schools to present a program of subjects and activities providing experiences which encourage and accelerate such all-round growth of the students.

The objectives of education for the senior high school students of Alberta have been officially and authoritatively outlined in the "Curriculum Guide for Alberta Secondary Schools", published by the Department of Education in 1950. This 32-page booklet describes the philosophy of the senior high school program in detail. The essential information also appears in the "Senior High School Handbook" published annually by the Department of Education.

The objectives are discussed in detail under the four major headings:

1. Personal Development
2. Growth in Family Living
3. Growth Toward Competence in Citizenship
4. Occupational Preparation

A study of the details of these objectives reveals that they cannot be met fully in every respect by the formal curriculum alone. Certain of the activities usually called "extracurricular" can and do, under competent supervision, meet many objectives and satisfy needs not reached at all, or only partially reached, by the formal instruction.

The Department of Education recognizes the truth of the previous paragraph by stating on page 22 of the Curriculum Guide

for Secondary Schools, under the section "General School Organization", item 2:

"Extracurricular activities should be organized as in integral part of the curriculum".

"Student government and service (including traffic controls and service groups), hobby clubs (including those devoted to music, art and dramatics), assemblies, and athletics, should be so organized that they give maximum implementation to the four functional objectives; and the purposes they serve should be clearly recognized by administrators, staff, and students."

Need For Specific Statement of Objectives

The Department of Education does not give specific directions for the conduct of extracurricular activities in the schools. These activities for the conduct of the contribution of time and energy by the teachers. Many of the activities require specialized skills, training and experience on the part of the teacher supervising them. Therefore it is imperative that there be a clear statement of the attainable objectives or goals of such activities, so that:

1. Supervising teachers can be aware of these goals, and conduct the activities toward their realization;
2. Activities and methods of conducting them, can be evaluated at suitable intervals, to prevent waste of time and effort by both teachers and students.

The objectives of secondary education cannot be met fully through classroom situations, because of:

1. Size of the classes.
2. Heterogeneous structure of classes (Note: A class grouped homogeneously for academic purposes may be quite heterogeneous when considered by social, emotional, or physical standards.)
3. Lack of time. In certain sports, for example, basic skills can only be taught in class time. An extracurricular laboratory situation is necessary to provide the competitive play from which arise most of the physical, mental, social and emotional outcomes.
4. Insufficient skilled instructors in a particular field.
5. Lack of facilities.

The Suggested Objectives of extracurricular Activities are:

1. To promote school morale by developing:

- a. Mutual liking and respect between teachers and students.
- b. A sense of "belonging" in as many students as possible, by providing outlets for varied aptitudes and interests.
- c. Respect of teachers and students for the extracurricular program, and therefore for the school, through the assurance that the activities conducted are worthy, well handled, and not detrimental to the individual or to the school.
- d. In interscholastic representatives and competitors, the attitude that it is a privilege, not a right, to represent one's school.
- e. In interscholastic representatives and competitors, the attitude or responsibility to return a part of their privilege by providing leadership at intramural and club levels.
- f. In spectators, enthusiasm for their school, together with proper attitudes and conduct toward opposing spectators, respect for officials and visiting teachers, approval of good play conduct by opposing players, and disapproval of unfair tactics by their own representatives.
- g. Because of the prestige derived from participation on interscholastic teams, and as executives or representatives of the school these individuals have received numerous benefits as a result of the contribution of many teachers' hours, hence these students have a responsibility to set an example for behavior and co-operation in the classroom, around the school hall, in the cafeteria, and at school functions.

2. To provide opportunities for developing desirable recreational interests and skills of two types:

- a. Those suited to the student during adolescence which provide suitable outlets for energy and emotions characteristic of youth.
- b. Those with carry-over value to adult

life—because of the opportunity to develop interests in school while their interests are very flexible and where there are suitable numbers of other students with similar interests and teachers with the skills to assist.

3. To develop social and democratic growth and maturity, by:

- a. Teaching respect for others, both teammates and opponents, irrespective of social position, financial status, race, creed, nationality or other possible cleavages resulting from intolerance.
- b. Teaching social graces and courtesy, e.g. in "host-and-visitor" situations.
- c. Teaching an attitude of respect for law and order by self-discipline and by group discipline, rather than by direct authority of adults.
- d. Providing wholesome social contacts under supervision.

4. To develop emotional maturity by:

- a. Development and control of the competitive spirit.
- b. Making "fair play" and "good sportsmanship" a habit.
- c. Demanding socially approved reactions to emotionally charged situations, such as: winning without gloating, losing gracefully, accepting officiating without comment, rugged play, etc.
- d. Requiring ethical observance of the spirit, not merely the letter, of the rules.
- e. Providing situations where the student can discover what he, and others, are really like under emotional pressure.

(Note: These emotional outcomes can be obtained only if the situations are truly meaningful to the student, i.e., he really wants to win, and if such competition is properly equalized by size, age, ability, or a combination of these factors. These competitive situations can arise only in house league or other intramural situations for most of our students.)

5. To develop group loyalties, by providing opportunities encouraging students to:

- a. Submerge individual desires to the good of the group.

- b. Submit gracefully to the majority rule.
 - c. Perform occasionally to the limit of their abilities or endurance.
 - d. Perform in minor roles, while other students take to important positions.
6. To provide opportunities for training in leadership, organization and administration. Students should be encouraged to deliver this kind of service, when they have the potential. The sense of obligation to accept responsibility and to contribute to the welfare of others should be fostered.
7. To provide opportunities for the release in socially-approved channels of the physical and emotional energy so prevalent in adolescents.
8. To provide opportunities for individuals to obtain satisfaction from success in worthwhile activities which depend more upon special aptitudes than upon general intelligence, which normally is a major factor in determining success in the classroom.
9. To provide suitable outlets for the relatively few superior performers:
- a. Only by participation or competition with their peers can the potentialities of such students be realized.
 - b. Only by this means can such individuals be kept under the influence of educators, whose primary aims are educational, instead of the exploitation of the individual which may result otherwise.
 - c. The quality of performance of the entire student body is improved through the use of such students as leaders in both curricular and extra-curricular situations.
 - d. These statements apply in the field of art, music, dramatics, publications, executive work, as well as those engaged in athletics.
10. To develop in the students the attitude that education is continuous, resulting from a wide variety of opportunities, and is NOT restricted to classroom situations.
- Notwithstanding the potential values of extracurricular activities, these activities must never be allowed to develop or expand haphazardly, or to engage the time and energies of students, teachers or administrators to the detriment of the curricular program.**

GRADUATE RESEARCH BY CANADIANS

Compiled by
A. W. E. ERIKSSON,
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Each year it is more obvious that a greater number of our Canadian students whose interests are focused on health, physical education, recreation, group work, community organization or adult education, are considering the desirability of proceeding directly into graduate work. Many of them are, in fact, doing just this. Moreover many practicing educators, in both the formal and informal fields of education are returning to graduate schools as the sensitivity as to what constitutes a true professional background becomes more widespread. Increasingly it seems apparent

Editor's Note for Research Students

1. Professor Eriksson compiled a list earlier which appeared on p. 31 Vol. 25 No. 2 entitled **Graduate Research by Albertans.**
2. Dr. Maxwell Howell, CAHPER vice-president for Physical Education, and research professor at the University of British Columbia has compiled a long list of graduating essays 1948-1958" which may give desirable leads on significant problems.
3. If the reader is in attendance at a university he or she would be rendered they would try to arrange that the ing his or her profession a service if university library subscribe regularly to the Journal. (\$5.00 per year)
4. A limited number of back copies of the Journal are available at \$1.00 each.

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The Bulletin of the National Association of Secondary School Principals Vol. 37 No. 195 May 1953
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that Canadians are interested in solving problems which might be considered uniquely "Canadian"—especially on those topics associated with the social sciences. There seems then a distinct need to compile what has been done already in these kindred fields by Canadians.

It is the author's contention that the CAHPER Journal will increasingly be regarded as a source book to get "leads" on research reference material and on names of Canadians with a research orientation. There are, of course, many CAHPER members in Canada who hope to see a "Research Annual" or "Research Quarterly" published under the auspices of CAHPER Inc.

It is with these thoughts in mind then that the writer would encourage each branch of CAHPER to appoint someone to collect and send to the writer (address above) similar lists to the one which appears hereunder. It is also recommended that branches solicit memberships from Canadian graduate students studying in Canada or the United States so that they may direct their attention towards the problems uniquely "Canadian" than they might otherwise do.

In closing these remarks the writer would like to express his appreciation to Dr. Max Howell, Rae Speirs, Winona Wood, Nancy Cannon, Bill Reid, Kay Cresswell and those other concerned Canadian who have so kindly co-operated in making this project possible.

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I Am The Y.M.C.A.

I am the Y.M.C.A.!

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I am a dedicated cause . . . striving against juvenile waywardness . . . encouraging companionship between fathers and sons . . . winning tough guys to better citizenship . . . through worthwhile activities in a wholesome environment . . . I am a bond in friendship of which I am proud . . . and humble.

My members belong for one . . . or both . . . of two reasons. Some join to learn and lean. Later they, with others, learn to teach and support. Ideal in skills and knowledge and directed at a balance of spirit, mind and body . . . toward a more complete life.

As an Association, I impose obligations . . . of respect for the rights of others . . . of dignity of the individuals . . . of helpfulness toward others in their line of need . . . of fair play . . . reverence towards the Almighty.

I return I offer an opportunity to grow . . . to win new friends . . . new understanding . . . new peace of spirit.

I am a vehicle for the development of manhood. The boys of today will be the men of tomorrow . . . defending our shores . . . considering our legislation . . . teaching our grandchildren . . . running our business . . . marrying our daughters.

Fellowship within my Association guides the pent-up energies of the adolescent . . . shepherds his transition toward self-sufficiency . . . enlightens leisure hours or busy maturity . . . and softens the loneliness of a waning generation.

Membership is voluntary . . . many take part without formal membership . . . and
(Continued on page 30)

Saskatchewan Teachers Lead*

Saskatchewan continues to lead Canada by a wide margin in the provision of more highly qualified teachers for school classrooms. In addition, Saskatchewan's lead over other provinces has widened considerably in the last five years.

These significant findings were revealed in a recent release from the Research Division of the Canadian Teachers' Federation which sets out comparative figures on teacher training and qualifications for each Canadian province in the years 1952-53 and 1956-57.

This leadership in the supply of qualified teachers is being maintained and increased in the face of the fact that Saskatchewan's small schools and population dispersion make teacher recruiting difficult.

Most Rapid Improvement

The report reveals that, among the provinces, Saskatchewan has the highest proportion of teachers with senior matriculation plus one year or more of teacher training. A table appended to the report states that in 1956-57, 91.2 percent of Saskatchewan's teachers boasted senior matriculation plus one year or more of teacher training, as compared with only 82.2 percent in the year 1952-53, an improvement of nine percent.

In the same period, only British Columbia showed improvement in the number of teachers having the same qualifications, from 80.5 percent in 1952-53, to 86 percent in 1956-57, a 5.5 percent improvement. A decline was reported in Manitoba, from 74.1 percent in 1952-53 to 68.9 percent in 1956-57. Alberta also reported a decline from 76.5 percent in 1952-53 to 70.3 percent in 1956-57. The Canadian total showed a decline of .5 percent.

In commenting on the report, Hon. W. S. Lloyd, Saskatchewan Minister of Education, said that the results shown were "most gratifying". "They indicate the earnest desire of many Saskatchewan teachers to

improve their qualifications. They reflect credit on the policy of the school boards and their interest in securing and retaining qualified teachers. They show a favorable response to Department of Education certification policies. Most important of all, they demonstrate that an increasing number of Saskatchewan children are being taught by teachers with better qualifications."

Other figures support and maintain the fact of Saskatchewan's leadership in the field of teacher training standards. These figures also show that the standards are being constantly improved.

These facts are of note—

- The number of teachers with two or more years of training has increased steadily from 14.2 percent in 1944 to 44.2 percent in 1958; the number of students in teacher training is 1,309—300 more than last year.

- Of the 8,240 teachers in grant-aided schools in the province, 3,478 or 44.2 percent have two or more years of teacher training; this is an increase of almost six percent since last fall. Only 292, or 3.6 percent, are holding sub-standard certification.

- Current figures show that 1,178 teachers have four years of teacher training in addition to senior matriculation, and 2,300 have two years. The number with senior matriculation and one year of training is 4,195. Others who meet the education department's requirements for a teaching certificate, including teachers with special certificates, total 275. These four classes comprise 96.4 percent of teachers in grant-aided schools.

Admission Requirements Raised

One reason for this happy situation may be found in the fact that requirements for
(Continued on page 47)

I AM THE Y.M.C.A.

(Continued from page 29)

they are welcome in so far as I have capacity to serve them.

I am a Movement . . . assuming responsibility for today's task with an everchanging crop of boys . . . nor am I forgetting that a proper association with girls is a part of the plan . . . I am one hundred years of experience in the ways of youth.

—Anonymous

* Reprinted from Saskatchewan News, December 2, 1958.

CHANGES IN LAWS OF BADMINTON*

At the annual general meeting of the International Badminton Federation certain alterations were made in Laws 17 and 22. The laws concerned now read, in their entirety, as follows:

Law 17—If, in the course of service or rally, the shuttle touches and passes over the net, the stroke is not invalidated thereby. It is a good return if the shuttle having passed outside either post drop on or within the boundary lines of the opposite court. A “Let” may be given by the umpire for any unforeseen or accidental hindrance.

If, in service, or during a rally, a shuttle after passing over the net, is caught in or on the net, it is a “Let.”

When a “Let” occurs, the play since the last service shall not count, and the player who served shall serve again.

Law 22—Play shall be continuous from the first service until the match be concluded; except that (a) in the International Badminton Championship and in the Ladies’ International Badminton Championship there shall be allowed an interval not exceeding five minutes between the second and third games of a match; (b) in countries where climatic conditions render it desirable, there shall be allowed, subject to the previously published approval of the National Organization concerned, an interval not ex-

ceeding five minutes between the second and third games of a match, in singles or doubles, or both, and (c) when necessitated by circumstances not within the control of the players, the umpire may suspend play for such a period as he may consider necessary. If play be suspended the existing score shall stand and play be resumed from that point. Under no circumstances shall play be suspended to enable a player to recover his strength or wind, or to receive instruction and advice. No player shall be allowed to leave the court until the match be concluded without the umpire’s consent. The umpire shall be the sole judge of any suspension of play and he shall have the right to disqualify an offender.

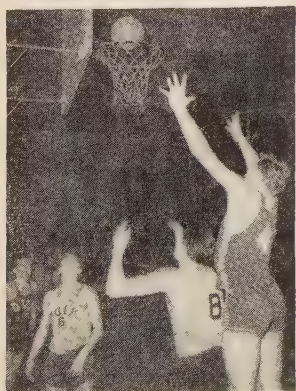
Secretary’s Notes:

Law 17—This takes the “Let” out of a service.

Law 22—(1) The Regulations of C.B.A. Inc. allow for a five minute period between the second and third games in a “Singles” match only. The same Regulations lay on a five minute period between all games in a **Senior Men’s Doubles** match (often called incorrectly “Veterans Men’s Doubles”) and this is considered a “must.”

(2) Considerable laxity is noted by Umpires in allowing Players to leave the court, without proper reason.

Editor’s Note: These law changes were circulated by H. I. Evans, Honorary Secretary-Treasurer, the Canadian Badminton Association Inc., P.O. Box 618, Oromocto, N.B.



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BRANCH REPORTS:

British Columbia Recreation Branch

by
Branch Correspondent

On October 28th, 1958 a group of professional people met at the University of British Columbia to discuss a brief for professional preparation of Recreation Personnel. This brief was drawn up by a committee of five, representing the Vancouver Recreation branch and was submitted to a committee from U.B.C., representing the School of P.E., the College of Education, the School of Social Work, the Extension Department and the Director of the Community Programmes Branch, Department of Education, Victoria. The meeting of the two committees was chaired by Dean G. C. Andrew, deputy to the president of the university.

In order to direct the studies of each group and to eliminate lengthy discussions, definitions have been set up regarding the field and its personnel. These definitions are as follows:

Adult Education: A body of techniques and administrative practices involving generalists in the administration of programs which might range from citizenship to recreation. This definition is further qualified by admitting to the major social implications of adult education.

Physical Opportunities in B.C.: our natural surroundings ideal for camping, mountain climbing, arts, etc., had not been stressed enough, and there had been an over-emphasis on the therapeutic aspects of recreational activities.

As a result of these definitions the University had in the past recommended that training of Recreation Directors should be maintained at the Post-B.A. level. This would allow training to meet needs regardless of a candidate's previous education and experience.

Although ideal the post-graduate training would not meet the pressing problem of supply of trained personnel and also the present salary level does not encourage

those presently working in this field to undertake post-graduate training.

It was proposed that sufficient changes in the present physical education programme be made to provide the necessary preparation of recreation personnel, and that the name of the school be changed to include Physical Recreation and Community Organization or something of that sort. However, there remains a danger of creating a skimmed course of superficial specialties which would be of no benefit to anyone.

It was suggested also that it was possible to provide a year's course for mature people who might fall short of specific academic qualifications.

Recommendations

The entire discussion, concerning problems in the field, present qualifications of personnel, and the advancements in the field throughout Canada led to the recommendation that one or more continuing committees be arranged to prepare the following:

- A post graduate program for people working in Recreation and Adult Education, in the nature of a program of directed studies combining possible work in Social work with other fields.
- Changes in the present schedule of course in the school of Physical Education to allow more adequate preparation for Recreation workers and to make the nature of this work as a career more apparent.
- A one year course for people already in the field, or for mature men and women who wish to enter the field.
- Some development in in-service training.

Since October this group will have met again to hear reports from various committees on the following:

1. Report on a Post B.A. programme in Adult Education and Recreation.
2. Report on the relationship of the department of education and other provincial government departments to the matter of supply of recreation personnel and the possibility of subsidization to assist in meeting the needs for recreation personnel.

Branch Agenda Items:

GUIDE LINES FOR ACTION



1. Confirmation of Executive Officers: All branch presidents are requested to send a list **in triplicate** of the following branch officers to **C. R. Blackstock, Executive Secretary CAHPER Inc., 95 Wellesley Street East, Toronto 5, Ontario.** (One list is for the National President and one is for the Publications Chairman.-

- a. Branch President
- b. Branch Secretary
- c. Vice president for Health
- d. Vice president for Physical Education
- f. Vice president for Recreation
- g. Branch Membership Chairman
- h. Branch Bulletin Editor
- i. Branch Journal Subscriptions Promotion Committee Chairman
- j. Branch Journal Advertising Promotion Committee Chairman

Note: Please indicate when the branch annual elections are usually held.

2. Branch Membership Chairmen: All branch membership committees are urged to study the statistics which appear here-under and the national roll call which appears in this issue. Please report errors or omissions.

Membership processing cards were sent to each branch last year. To review: Card #1 remains in the file of the branch membership chairman. Cards #2 and #3 are forwarded to the national executive secretary. (Card #2 will be placed in the Na-

3. Report on a revised programme within the School of Physical Education to include an emphasis in recreation.
4. Report on the possibility of the university operating a demonstration camp for the training of camp leaders and recreation personnel, as well as upgrading the quality of the organized camping programme in B.C.

tional Membership Chairman's file and card #3 will be placed in the Journal Circulation Manager's file). Card #4 which is a combined membership card and receipt which can be used for income tax purposes is signed by the **Branch** Membership chairman or President and then given to the member.

Note: The conscientious branch membership chairman who sends in **two cards for each member** rather than lists aids the growth of the CAHPER organization very significantly, for it releases the executive secretary to pursue advertising etc. If a branch runs out of cards use 4x6 inch cards. Besides name and address, be sure to indicate branch, date of application or renewal and initials or signature of branch membership chairman. Please arrange cards alphabetically.

3. Branch Journal Subscriptions Promotion Committees are reminded of the fact that this is the time of year when various school library funds are earmarked for particular purposes. In terms of "timing" **NOW** is the time for this committee to make an all-out campaign.

4. Branch Journal Correspondents are regarded as key people in building not only the Journal but the branch and the association as a whole. The Branch Correspondents are requested to assume the following duties:

- a. **Once a year** at least they should submit a "Branch Report."
- b. **Each month** they should submit short news items for "Trans Canada Grapevine" bearing in mind the following: Write in terse terms about **people**, events, and projects etc. in their particular city, region or province. Identify personalities with short adjectival phrases so that, if possible, the news item will be of interest to more than one area or province. Use the column to **extend recognition** to many of our members who, each day, go quietly about

building a more effective profession and a better way of life for Canadians.

- c. **Solicit articles.** Every Journal Correspondent is regarded as a member of the National Editorial Committee. Have the authors see that their articles are "polished" and meet, where possible, the recommendations regarding the preparation of articles as appeared on page ,7, Vol. 25, No. 1, (Sept. 1958).

6. **The Student Membership Chairman in Each University** is requested to submit names of national student members on cards 4x6 inches in order to release the national executive secretary to perform more important duties on behalf of the association. (Note: The executive secretary is not a full time employee of the association)

Two cards for each student should be forwarded to the executive secretary—one for the Journal Circulation Manager's files and one for the National Membership Chairman's files.

NOTE:

- Please PRINT NAME VERY CLEARLY across top of card—surname first. Indicate whether Mr., Mrs. or Miss.
- Under this PRINT home address clearly.
- Under this give name of student branch.
- Give date of application or renewal.
- The membership chairman should initial or sign each card at lower left hand corner.
- Do try to forward these cards by Oct. 15th if possible. It means that the Publications Chairman can plan how many copies of the Journal should be printed and still provide for a reasonable reserve of "back copies".

7. **Life Memberships:** A single payment of the seventy-five dollar life membership fee contributes significantly to the well being of the association. This is particularly true at this crucial time of the association's history when it is trying to set up a national office and publish a printed Journal. Twelve such memberships each year would provide finances for a single issue of the Journal.

8. **Branch Secretaries** are requested to canvas their memberships for members interested in receiving copies of the **1959 CAHPER CONVENTION PROCEEDINGS**. Collect \$1.00 from each interested member and forward monies, names and addresses to C. R. Blackstock, executive secretary. Cheques (plus exchange) and money orders should be made out to CAHPER Inc.

A COMPARATIVE STUDY OF SUBSCRIPTION AND MEMBERSHIP GROWTH

(Unofficial)

	A April 1954	C 1955	D May 1956	D June 1957	E April 1958	F June 1 1959	G Aug. 10 1959
B.C.	68		60	73	120	124	135
Alta.	14		38	37	59	102	144
Sask.	12		18	15	14	31	30
Man.	13		16	15	17	17	21
Ont.	94		78	80	124	199	225
Que.	115		111	105	100	100	100
N.B.	3		5	6	9	9	12
N.S.	10		9	21	12	15	15
P.E.I.	0		0	0	0	2	2
Nfld.	1		2	0	2	2	2
For'gn	0		8	7	7	15	19
	330		345	359	470	611*	715**
Stds	142		184	186	346	214	238
Ttl	472		529	545	816	885	953

Note: (1) The total* for column F does not include some subscribers who sent their subscriptions directly to the Journal Circulation Manager.

(2) Column G** was compiled in August just before going to press with this Journal. It does not include students. It only includes life members, active members and subscribers. It was compiled from the cards in the files of the Journal Circulation Manager.

(3) 238 students represents 25% of the combined totals of members, students and subscribers.

(4) This appraisal of the membership situation is simply cursory and can only be suggestive as to the current situation in the association.

(5) Figures for a Column B, which should have shown the May or June standings in 1955, could not be located in the files of the Journal.

MEMBERSHIP TOTALS BY BRANCHES
(National Active Members Only)

	Members	Note (3) below
Greater Montreal Br.	83	60
B.C. Lower Mainland Br.	57	60
Edmonton Men's Br.	41	47
Greater Victoria Br.	28	52
Metropolitan Toronto Br.	28	80
Maritime Regional Br.	27	100
Edmonton Women's Br.	21	47
Calgary Phys. Educ. Br.	19	44
B.C. Recreation Br.	15	48
North. Saskatchewan Br.	14	52
Manitoba Br.	13	59
Institut d'Educ. Physique	8	28
Ottawa Mun. Rec. Br.	6	40
Ottawa Phys. Educ. Br.	4	40
Ottawa P. S. of Can. Br.	4	0
South Saskatchewan Br.	4	55
W'pg Women's H.S. Br.	3	28
St. John's Nfld Br.	2	27
Total of Active Members — in the 18 Branches	375	

NOTE: (1) 375 represents 52% of the number of active members and subscribers receiving the Journal. This does not include the students in the association this year.

(2) The editor would like to apologize to those branches whose position on the list is not as high as it should be. The totals were based on answers to letters sent to branches. Where no answer was received, persons were placed under branch titles according to whatever information could be found in the files of the Journal Circulation Manager.

(3) This column lists the number of copies of the Journal which were sent to the branch indicated for promotional purposes during the period September 1st, 1958 to April 30, 1959. No copies of the Convention Issue (No. 5) were sent out. Promotion copies were also sent to the following key people or offices:

John Meagher	40
John Tett	37
G. A. Wright	100
Wes McVicar	36
Ont. Com. Programmes Br.	40

(4) Promotional copies sent to branches and key people for this period totalled 1120.

**TOTALS OF ACTIVE MEMBERS WITHOUT
BRANCH AFFILIATIONS
BY PROVINCES**

(This does not include "subscribers")

Ontario	146
Alberta	49
British Columbia	30
Saskatchewan	10
Quebec	7
Manitoba	3
New Brunswick	0
Nova Scotia	0
Newfoundland	0
Prince Edward Island	0
TOTAL	245

NOTE: (1) 245 represents 34% of the combined totals of active members and subscribers. This does not include student members.

**TOTALS OF "SUBSCRIBERS" BY
PROVINCES**

Ontario	37
Alberta	15
British Columbia	5
Manitoba	2
New Brunswick	2
Saskatchewan	2
Newfoundland	0
Nova Scotia	0
Prince Edward Island	0
Quebec	0
TOTAL	63

NOTE: (2) 63 subscribers represents 9% of the combined totals of active members and subscribers (not including student members).

(1) In addition to these 63 subscribers there are 8 subscribers in foreign countries making a total of 71 subscribers in all.

(2) 71 subscribers represents 9% of the combined totals of active members and subscribers (not including student members).

**NATIONAL STUDENT MEMBERS IN
UNIVERSITY BRANCHES***

University of Alberta	71
University of Western Ontario	54
University of British Columbia	50
Ontario College of Education	24
(Continued on inside back cover)	

The Board of Directors for CAHPER Inc. 1959-61

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Halifax, N.S.

CHAIRMAN CONSTITUTION COMMITTEE*

Dr. M. Howell. (His picture
and address is on the oppo-
site page)

NOTE:

1. Those committees marked with an asterisk are standing committees; all others are special committees.
2. The personnel of these committees plus the chairman and personnel of the following committees will be announced in future editions of the Journal. Watch "Guide Lines for Action."

- Finance Committee*
- Federal Legislation Committee
- Outdoor Education Committee
- CAHPER Historian and Archivist
- Editorial Sub-committee
- Journal Editorial Staff
- Advertising Promotion Committee
- Subscriptions Promotion Committee

THE NATIONAL MEMBERSHIP ROLL

1958 - 59

The following lists were developed from the files of the Journal Circulation Manager. A "member" or "subscriber", who notes that his or her name is missing, or misspelled, or if the address is incorrect, is requested to advise the Executive Secretary CAHPER, Inc. at 95 Wellesley Street East, Toronto 5, Ontario of this fact as soon as possible.

(1) By definition a "member" is either a life member or an active member. A "subscriber" is any lay person, agency, library, recreation commission or school interested in receiving a year's subscription to the Journal. Where a member is known to attend meetings of two branches he has been arbitrarily placed in one branch for statistical purposes. A member should indicate clearly to which branch he belongs when he submits his membership application or renewal form.

(2) These lists were compiled in "branch groupings" in an effort to assess the relative strengths of branches. It is assumed that if a statistical breakdown can be published by the Journal in each issue showing the current strength of the branches some friendly inter-branch rivalry may be generated.

(3) In the lists showing "active members without branch affiliation", through error or lack of information, there are no doubt many persons who should be shown under a branch title. Branch secretaries and individual members should advise the Executive Secretary where corrections should be made in the membership and Journal files.

(4) Student members are not shown in these lists, although through error, some may be listed.

(5) Persons in the lists entitled "members without branch affiliation" are encouraged to scan the lists to learn of names of members in the same city or region. Moreover they are encouraged to contact such persons and others "professionally engaged in health, physical education and recreation" with the view of forming a branch.

LIFE MEMBERS

So far as can be ascertained from the Journal's files the following people are life members. (See item 7 page 34)

Maritime Branch

Miss Mary Barker

Greater Montreal Branch

Mr. Jack G. Lang

Miss Winona Wood

Ottawa Public Service of Canada Branch

Dr. Doris Plewes

Edmonton Women's Branch

Mrs. A. S. "Clydie" Bird

Miss Marion Irwin

Edmonton Men's Branch

Mr. Alan F. Affleck

Mr. Gerald Alexander

Mr. A. Stuart Bird

Mr. Stephen Mendryk

ALBERTA

Calgary Physical Education Branch

President:

Mr. R. WHITE, 3204 Parkvale Blvd., Calgary

BURTON, Miss Dorothy, Apt. 4, 2209 Westmount Rd.,
Calgary

CANT, Miss M., 1322 20 Avenue N.W., Calgary

EPTON, Mrs. J., University of Alberta, Calgary

GOODWIN, L., University of Alberta, Calgary

HACKETT, W. J., 319 39 Avenue, S.W., Calgary

HENDRICKSON, Miss M., University of Alberta, Calg.

HODGERT, K., Viscount Bennet High School, Calgary

LANDER, Mrs. Betty, 926 - 18th Ave. S.W., Calgary

LOGAN, J., 1928 50 Ave. S.W., Calgary

MacINTOSH, D., University of Alberta, Calgary

MAYELL, J. F., Supervisor of P.E., Calgary School
Board, 4th Ave. & 6th St. W., Calgary

McKENNA, K., 2620 Toronto Crescent, Calgary

MILLIGAN, R., Box 36, Jasper

NEWTON, D. M., 8028 - 4A Street S.W., Calgary

NIXON, Mrs. W., Crescent Heights High School, Calg.

PRODEN, Miss Anne, 128 - 9 Ave. N.E., Calgary

ROBERTSON, I. L., 5 Hays Drive, Calgary

SCHWARTZ, Miss G., 1429 8 street N.W., Calgary

WHITE, R., 3204 Parkdale Blvd., Calgary

WILBERG, R. B., Balmoral Jr. High School, Calgary

Edmonton Women's Branch

President:

MISS M. NIBLOCK,

#3, 11604 - 79 Ave., Edmonton, Alberta

ANDERSON, Miss R., 10526 - 136 St., Edmonton

AUSTIN, Miss P., 11560-80 Avenue, Edmonton

BIRD, Mrs. A. S., 10011-140 Street, Edmonton

BIRD, Miss E., 7112-118 Avenue, Edmonton
 CUTTS, Mrs. D., Bonnie Doon High School, Edmonton
 CARSON, Miss A., 11604 79 Avenue, Edmonton
 DANN, Mrs. Faith, 12228-89 Street, Edmonton
 FISHER, Miss B., Victoria Comp. High School, Edm.
 FRACHE, Mrs. E. June, 10216 Fulton Rd., Edmonton
 HOLMGREN, Miss C., 9738-106 St., Edmonton
 IRWIN, Miss M., 9755 85 Avenue, Edmonton
 MCCALLUM, Miss E., c/o 12529-129 St., Edmonton
 MCFARLAND, E. M., 8730 110 Street, Edmonton
 MCKEE, Miss S., 10133 Sask. Dr., Edmonton
 MERSEUR, Miss G., 10526 136 Street, Edmonton
 NIBLOCK, Miss M., # 3, 11604 79 Ave., Edmonton
 PEERS, Mrs. M., 10950 65 Avenue, Edmonton
 PISKA, Miss N., 12529 129 Street, Edmonton
 SILK, Miss E., 8723 82 Avenue, Edmonton
 WYNNYCHUK, Mrs. M., Box 314, Calmar
 YAMAMOTO, Miss J., 11027-87 Ave., Edmonton

Edmonton Men's Branch

President:

MR. A. F. AFFLECK.

School of Physical Education, University of Alberta,
 Edmonton, Alberta

AFFLECK, A. F., 14408 85 Ave., Edmonton
 ALEXANDER, J., 8726 96 Avenue, Edmonton
 ALLEN, Jack W., 8110-75 Street, Edmonton
 BILKO, W., 9127 79 Avenue, Edmonton
 BIRD, A. S., 10733-101 Street, Edmonton
 BODNARCHUK, E., 9202-94 Street, Edmonton
 BUCKLEY, Clair, YMCA, 10030 102A Ave., Edm.
 CRITCHLEY, D., Box 162, Sherwood Park
 DAWSON, P., 10748 103 Street, Edmonton
 DUNNIGAN, J., 10969 131 Street, Edmonton
 DRAKE, C., 9716 75A Street, Edmonton
 DYMIANIW, W., 9755 64 Avenue, Edmonton
 ERIKSSON, A., School of P.E., U. of A., Edmonton
 FALKENBERG, E., 6720 85 Street, Edmonton
 GILMET, A., 8119 73 Avenue, Edmonton
 HARVIE, D. T., 8749 96 Avenue, Edmonton
 HOHOL, A. E., 14344 92 Avenue, Edmonton
 HOHOL, H., 7708 70 Avenue, Edmonton
 KAASA, Walter, 7004 Fulton Drive, Edmonton
 KORCHINSKY, Steve, 11917-53 St., Edmonton
 MARION, M. C., 9943 88 Avenue, Edmonton
 McLACHLIN, H. J., 8723 112 Street, Edmonton
 McLEAN, W. D., 8624 76 Street, Edmonton
 MENDRYK, S., University of Alberta, Edmonton
 MILES, R., 10826 109 Street, Edmonton
 MOORE, S., 425 Legislative Buildings, Edmonton
 NELSON, F/O P. B., Box 189, RCAF Station,
 Lancaster Park, Alberta
 OLSON, A., 13536 116B Avenue, Edmonton
 RIDDEL, J., 11632 141 Street, Edmonton
 ROMANIUK, A., 15802 101 Avenue, Edmonton
 ROSE, V., 9104 66 Avenue, Edmonton
 ROUTLEDGE, R., 11344 79 Avenue, Edmonton
 SAWCHUK, Ted J., 11142-63 Street, Edmonton
 SMITH, Dr. W. D., School of P.E., University of
 Alberta, Edmonton
 SMITH, Murray, School of P.E., University of Alberta
 TAYLOR, J., 10956 70 Avenue, Edmonton
 VAN VLIET, Dr. M. L., School of P.E., U. of A.
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TRANS CANADA GRAPEVINE

Governor-General Urges "Spicier" Living

Canadians were counselled recently to live more dangerously in matters of taste. When it comes to books, plays, music, food and drink, Governor-General Massey told the Women's Canadian Club, "our great need is to be more adventurous."

It is natural to like what one is "used to." Traditionalism, up to a point, is a fine thing, but there is often a tendency to say one does not "think" one would like something that one has never tried.

Standards of taste are important. One fair way of judging people is by asking what they really enjoy.

"We should, I believe, go in seriously for new experiences in all forms of art. Only so can we fully exploit our capacity for understanding and for enjoyment . . . our personalities develop through true and deep enjoyment."

* * *

The City of Victoria will give a physical education scholarship to a city student each for five years to mark the visit of Queen Elizabeth.

City council unanimously approved a resolution recently asking for the Queen's consent plan. The \$250 scholarship will be

SASKATCHEWAN TEACHERS LEAD...

(Continued from page 30)

admission to teacher training are higher in Saskatchewan than anywhere else in Canada, and have recently been raised even higher. An overall average of 60 percent on the Grade XII examinations is now required instead of 50 percent in each subject as was formerly required. Students lacking one Grade XII subject will be admitted to teacher training college for one year and then given a letter of authority to teach for one year to provide them with an opportunity to make up the Grade XII deficiency.

Saskatchewan is the only province requiring two years of teacher training after senior matriculation as a qualification for a permanent teaching certificate. It is also one of the few provinces which does not offer short courses for teachers.

awarded each year to a high school student going to Victoria College and planning a career in physical education.

* * *

The sequel to this news release was the statement which **Bob Osborne** and **Max Howell** noted in the July 17th edition of the Victoria Times which reads as follows:

"The Queen flashed a pleased smile when Mayor Scurrah announced that the city would establish a \$250. scholarship for physical education students to mark her visit.

The Prince, whose recent speech urging Canadians to cultivate physical council's heads, also smiled."

* * *

Do-It-Yourself Cult 'Saves' Husbands:

A Toronto social worker says "the cult of do-it-yourself has rescued the mere male of the species from obscurity and boredom."

Edgar Perretz, University of Toronto professor and consultant for the Ontario health department's health division, said today the cult "has captured the heart and mind of North American manhood. So many of us are wage-earners or salaried sheep."

Mr. Perretz addressed the Canadian Welfare Council's annual meeting. He discussed the effects of industrialization and urbanization on family life.

He said do-it-yourself work protects man from the guilt he might feel with so much leisure time, it allows him to see a job through from beginning to end it is a "male sport" that differentiates a man's use of leisure time from that of his wife.

It restores the dignity of man as provider, house-builder, house-mender and repairman, he said.

The do-it-yourself cult also illustrates the capacity of a society to "devise or invent substitutions that satisfy individual and collective needs within a social context that has changed so radically."

* * *

A recent news story out of Winnipeg indicates that two of our CAHPER members are in the thick of the battle to raise

standards. Under the heading "**Physical Education Lacking**" the following story appeared: Manitoba children spend little, if any, of their school time at physical education, say provincial physical education officials.

Andy Currie, provincial director of physical education, said in an interview that although two periods a week is stipulated as the minimum in senior high school, many students don't get any physical education in Manitoba schools.

He said the reason is that in many cases the facilities or teaching staff are not available.

Miss E. Gauer of the Winnipeg school board physical education department said physical education is always the first thing to be cut if the curriculum is tight.

Many Winnipeg schools have no gym, she said. The children often took their physical education in classes in classrooms with the seats removed. One school was using its basement.

"How can we expect to have healthy children under these conditions," Miss Gauer said.

* * *

In **Sid Chapman's** article in the last issue entitled "**A Marathon on the Installment Plan**" we failed to give credit to **Mr. George Zahirney** of Wellington School, Winnipeg for the fine set of pictures Sid used to support his very worthwhile article. Apologies Sid and George.

* * *



John Faulkner of the School of Physical Education at the University of Western Ontario was recently appointed coach of Canada's swimming team to the 1960 Olympic Games to be held in Rome. **Dick Jack** of Vancouver, past president of the Canadian Amateur

Swimming Association was chosen manager. **Dr. Paul Hauch** of London Ont. was elected president while CAHPER member **John Faulkner** was elected secretary.

Journal readers will recall that John teamed up with **Mike Yubasz** to write the article "The Western Motor Ability Test for College Men" which appeared in Vol.24 No. 3.

* * *

The new London YW-YMCA Director of Health and Physical Education this fall will be **Miss Patricia Johnstone** U of A '59. Pat has four summers' experience with the City of Edmonton Recreation Department as well as considerable experience on a part-time basis with Edmonton's YWCA.

* * *

Fred Sgambati, frequently seen on CBC sportscasts is a University of Toronto '49 graduate of the School of Physical and Health Education. In June the class of '49 had a ten year reunion at the home of class president **Jack Life** who is now with the Ontario College of Education. Jack reported an outstanding turnout. We do not know at press time the official job title which Jack will have in connection with the CAHPER Journal for the next two year period, but we do know that in Jack Life, **Jack Passmore**, the incoming Journal Publications Chairman, has a very capable assistant who will do an outstanding job.

* * *

Good Public Relations — Sound Philosophy — What?

The following letter accompanied complimentary tickets sent out last winter by a High School Basketball League Convener:

Dear Sir:

The High School Boys' Basketball League cordially invites you to attend this season's interscholastic games. The enclosed "Season's Pass" will admit you to all games as scheduled.

We hope that at these games you will see coaches who are ethical and competent, players who are sportsmanlike and skillful, and spectators who are enthusiastic but mannerly students of the game.

We can assure you that the players are worthy scholastic representatives of their schools. The interscholastic sports program is designed to provide leadership and incentive for the intramural and curricular programs, and to provide a focus

through school spirit for discipline and administration.

We thank you for your interest and support.

Yours very truly,
Ted Kemp, League Convener,
Victoria Composite High School,
Bob Routledge, League Secretary,
Assistant Supervisor of
Physical Education.

* * *

We are advised that the letter above is an elaboration of a similar letter used by **John Mayell**, Supervisor of Physical Education for the City of Calgary — the same John Mayell referred to elsewhere in this column.

* * *

The Efficiency Expert's Critical Review:

This is the report of an anonymous work-study engineer after his visit to a symphony concert at the Royal Festival Hall in London:

"For considerable periods the four oboe players had nothing to do. The number should be reduced and the work the concert, thus eliminating peaks of

spread more evenly over the whole of activity.

All the twelve violins were playing identical notes; this seems unnecessary duplication. The staff of this section should be drastically cut. If a larger volume of sound is required, it could be obtained by electronic apparatus.

Much effort was absorbed in the playing of demi-semi-quavers; this seems to be an unnecessary refinement. It is recommended that all notes should be rounded up to the nearest semi-quaver. If this were done it would be possible to use trainees and lower-grade operatives more extensively.

There seems to be too much repetition of some musical passages. Scores should be drastically pruned. No useful purpose is served by repeating on the horns a passage which has already been handled by the strings. It is estimated that if all redundant passages were eliminated the whole concert-time of two hours could be reduced to twenty minutes and there would be no need for an intermission.

The conductor agrees generally with these recommendations, but expressed the opinion that there might be some falling off in box office receipts. In that unlikely event it should be possible to close sections of the auditorium entirely, with a consequential saving of overhead expenses, lighting, attendants, etc. If the worst came to the worst, the whole thing could be abandoned and the public could go to the Albert Hall instead."

* * *

Who's Who at U.N.B.: At the University of New Brunswick a student taking physical education will attend lectures or classes conducted by twenty-five different lecturers, professors or instructors during their four-year stay. The Director of Physical Education is **Dr. John W. Meagher**. He is directly responsible for the organization and supervision of the Physical Education degree program and for all physical education course work offered to students working degrees in Education, Arts or Nursing including summer school and extension courses in physical education.

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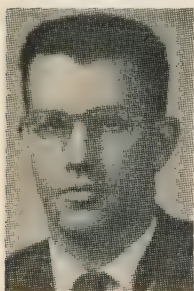
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Peter C. Kelly is U.N.B.'s Director of Athletics. Besides being responsible for the total athletic program he teaches golf skills at the undergraduate level. His assistant is **L. J. Legere**, who, in addition to his athletic program responsibilities, teaches the undergraduate courses in aquatics and track and field. The head coach for football and basketball is **Donald K. Nelson** who is also responsible for undergraduate courses in wrestling, volleyball and badminton.

The Director of Physical Education and Recreation for the N.B. Dept. of Education, **Mr. Stanley T. Spicer** serves as a visiting lecturer in The History and Principles of Physical Education. Stan's assistant **Mr. William S. Ritchie** also serves as a visiting instructor with a responsibility of teaching rhythmical activities and soccer. Supervision of practice teaching is one of the responsibilities of **Mrs. Della H. Cody**, who also lectures in elementary school methods, materials and supervision.



Elementary and advanced gymnastics are taught **Andrew B. Martin** the Director of Physical Education of the N.B. Teachers' College. (Andy will be remembered for his recent contribution to the CAHPER Journal entitled "Guided Muscles").

CONGRATULATIONS are in order to the students of U.N.B. who prepared and edited at least one issue of the very fine Bulletin of MAPER. The students at McGill made an outstanding contribution to their profession in helping the Editorial Staff of the CAHPER Journal with the compilation and mailing of the Journal in the years previous to September 1957. The students at the University of Alberta have also rendered valued assistance as part of the mailing committee under the supervision of **Miss Patricia Austin** over the past two years.

Six male physical education teachers who received their training in Britain have

been added to the staff of the St. John, N.B. school system. They are **Frank Mugglestone, John Bell, Walter Ellis, Martyn Jones, Roger Woolway** and **Dylan Evans**.

Peter Chernoff, who is taking a year of Graduate Study at the University of Saskatchewan toward a Master's Degree in Education, has selected as his thesis topic: A Survey and Analysis of Departmental Courses of Study in Physical Education in the Provinces of Canada. **Dr. J. B. Kirkpatrick** is his adviser, and **Dr. W. Orban** is a member of the Advisory Committee.

Mr. H. Nixon, president of the North Saskatchewan CAHPER Branch and member of the University of Saskatchewan Physical Education Department, is continuing his studies toward a Doctor's degree at the University of Indiana this summer. **Bill Ross** of the Saskatchewan Physical Fitness and Recreation Division, is on a year's leave of absence. He is working toward his Doctor's degree at the University of Oregon.

The long arms of various cultures and associations are extending to the Peace River Country, a wonderful but semi-isolated country in north west Alberta—amongst them the call for greater understanding of the principles of CAHPER—and the call is not going unanswered in Alberta's youngest city, Grande Prairie, where two CAHPER members, **Bob Neufeld** and **Jack Boddington** work together from their various departments in a spirit of co-operation that enables many more high school students to participate in more activities.

In view of the shortage of qualified physical education teachers the Grande Prairie School Board and the Grande Prairie Recreation Commission decided to have recreation director Jack Boddington work in co-operation with Bob Neufeld within school hours. Jack brings to the field many personal skills in the physical education field. He has had experiences of educational significance working in some of England's Borstall institutions.

The newly elected president of the Nova Scotia Camping Association is **Abo! Ziai**, the Director of Recreation for Halifax. Convention go-er's will remember the song-leading assistance Abol gave to genial "**Wild Bill**" **Dymianiw** of the City of Edmonton Recreation Department. By the way "**Wild Bill**" has garnered considerable experience since he graduated from the U. of A. physical education program. For two years he was Physical Director of the Central YMCA in Edmonton before joining **Bert Pettigrew's** very fine staff in the Recreation Department. This year he will extend his experience by entering the teaching field in Edmonton.

* * *

Mary Hendrickson, who for the past year has been on the physical education staff of the University of Manitoba, joins the Calgary Branch of the University of Alberta where she replaces **Mrs. June Epton**, (nee Holman) who in turn, is going to teach in Edmonton. Mary took an honours degree in psychology before graduating in physical education. As a student she represented Canada through the World University Service at some educational seminars in Ghana. The knowledge that she has experience as secretary of the Manitoba Branch of CAHPER will no doubt be received with pleasure by CAHPER boosters in Calgary. The Edmonton Women's Branch no doubt will be equally pleased that June Epton is moving to Edmonton.

* * *

The Greater Montreal Branch Executive for 1959-60 is as follows:

Honorary President: Mr. J. G. Lang.

Immediate Past President: Miss Nancy Cannon.

President: Dr. Stewart Davidson, 542 Maplebrook Ave., Beaurepaire, Que.

Vice-President: Mr. Bob Russell.

Secretary: Miss Carrie Brodie, 6878 Sherbrooke St. W., Apt. 44, Montreal, Que.

Treasurer: Miss Mary Metcalf.

Health Chairman: Miss Carol Moffat.

Physical Education Chairman: Miss Winona Wood.

Recreation Chairman: Mr. Lewis R. Waller.

Publicity Chairman: Mr. Ronald J. Harvard, 4022 MacKenzie, Montreal, Que.

Membership Chairman: Mr. Fred Urquhart, 129 Morrison Ave., Montreal, Que.

Bulletin Editor: Mr. John Chomay, 461 Chestnut Ave. Rosemere, Que.

* * *

According to the Grapevine Calgary's **Ken McKenna** is a very able coach. Although his name as a performer during his years at Iowa State University was primarily based on his skills as a gymnast, diver and trampoline star, he has entered the coaching field of basketball and track and field with a discriminating eye. His effort and study has placed Calgary's Crescent Heights High School in the Alberta provincial basketball championship tournament three times in four years. His diligence with track and field aspirants, and their subsequent successes in local and provincial meets, resulted in invitations being extended to Ken to attend the Canadian Legion Track and Field Training Plan last year.

* * *



The Alberta Recreation Leadership School held annually at Red Deer and sponsored by the Recreation Bureau of the Community Programs Branch of the provincial government has a very talented staff lined up this year as usual. The director of the school is **Elsie**

McFarland, known nationally for the fine job she did as vice-president for recreation for 1957-59. Two of her assistants in the Recreation Bureau (both formerly of Regina) **Jack Riddel** and **Syd Moore**, besides helping her with the administration of the course, take their share of teaching principles of recreation, guiding recreation workshop discussions and instructing second year crafts.

A special guest instructor from England, **Miss Margaret Caudwell** is exposing the leaders to the principles of Rudolph Laban in the course of "Educational Gymnastics".

From Halifax came the 1957 CAHPER convention chairman, **Maurice Hennigar**, who stayed over in Alberta after the Edmonton convention to teach "Individual Sports" and "The Dance". Edmonton convention go-ers will remember Maurice for the hilarious dance "The Chicken Reel". (If you didn't do what he called you were branded as "chicken"). British Columbia's contribution to the staff was the husband and wife team, **Mo and Jo Slater** of Nelson, who can always be counted on to do an excellent job in gymnastics instruction.

Besides the D.P.'s from Regina mentioned above, two other Regina instructors are contributing to this very popular course in Alberta . . . **Mrs. Lilian Cornish** in drama and **Bud McNiel** who specializes in "Square and Folk Dancing". Calgarians include **Mrs. Rhona Duncan** (Keep Fit and Crafts), **Mrs. Edna Trea** (First Aid) and **Bill Fayter** (First Aid and Team Sports).

The Community Singing comes under the direction of **Mrs. Donna Harker** of Edmonton. Completing the staff (it so happens that all three are life members of CAHPER) are **Stuart Bird** (Sports Administration), **his wife Clydie** (Rhythmics and Team Sports) and **Marion Irwin** (swimming). Stu, by the way, is a former CAHPER national president.

* * *

For nine years now Calgary's Supervisor of Physical Education **John Mayell** and his wife Helen have directed a summer camp for underprivileged children. It is Kamp Kiwanis sponsored by the "Downtown Kiwanis Club of Calgary". This year they will have thirty-six children at a time for three camps of ten days each. A fine record for a man who is such a busy administrator during the winter months. Another Calgary CAHPER member doing a worthwhile job for outdoor education is **Jack Worsfold** who is Day Camp director for the City of Calgary. **Ranald White**, president of the Calgary CAHPER Branch is water front director at Lake Windermere in the Rockies. Physical Educator **Len McDougall**, one of the Calgarians who attended the convention, is taking an art course this summer at the U. of A. from **Al Forbes**, the designer of the cover of this

Journal. **Cec. Eaves**, a Calgarian who has a Bachelor's degree in Physical Education from an American university has just completed a year in the Calgary YMCA. This fall he plans to teach in the Calgary school system.

* * *

In a recent note to the Journal C. R. "Blackie" Blackstock of Pickering College, Newmarket, Ontario wrote:

"It is probably true to say that colleges' and universities' athletics in Canada do not have influence on high school athletics except in some of the largest urban areas.

Anyone who wants to know what can happen here in Canada will find the article "College Athletics—Their pressure on the high schools" by Eugene Youngert in the October 1958 issue of the Atlantic, a factual account. The author of the article is a senior associate of Dr. James B. Conant in the "Study of the American High School". As educators we do well to take steps to prevent the development of such practices or search them out now."

This CAHPER Journal depends on the initiative of Volunteers and Branch Executive Officers.

Why not send the Journal excerpts from editorials, cultural activity magazines, provincial association bulletins, etc.? If this Journal is to be truly national in spirit and content then it must obtain equal coverage from all provinces.

Isn't it true that:

A COUNTRY OR AN ASSOCIATION IS ONLY AS GREAT AS THE NUMBER OF UNIMPOSED OBLIGATIONS ACCEPTED BY ITS CITIZENS OR MEMBERS.

IN APPRECIATION

Behind the scenes of every organization are those unheralded workers who make the wheels go round day in day out. Throughout the past two years, while the Journal has been primarily a responsibility of the staff of the School of Physical Education of the University of Alberta, the school's two secretaries, **Miss Elaine Waddington** and **Miss Betty Davies**, have given many, many hours of work to the association without remuneration. Their keen personal interest in the day to day growth of the association has been an inspiration to those Journalizers who have worked with them.

Similarly the personal interest in the Journal by **Mr. George Berry and his entire staff of the Co-op Printers Ltd. (Edmonton)** has been most gratifying. No publications chairman or editor could ever expect more in the way of keen interest and co-operation than has been given by Mr. Berry and staff.

We would like to express our sincerest appreciation to these people.

—W. D. SMITH,
Publications Chairman
—A. F. AFFLECK,
Editor

1959 CAHPER CONVENTION PROCEEDINGS

may be obtained for one dollar. Address all correspondence to:

Mr. C. R. Blackstock,
Executive Secretary, CAHPER Inc.,
95 Wellesley Street, East,
Toronto 5, Ontario.

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(2) Please submit your requests immediately so that an accurate estimate of the number of copies required can be given to the printers.

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In 1952 the precedent of limiting the award to three recipients was established. A candidate may be nominated by any three members of the association. According to the Operating Code of the Committee the candidate "shall have performed distinguished, meritorious and special service as a mature leader in his or her field in Canada." Those recipients who have been so honoured are listed hereunder:

1948

C. R. Blackstock
Ethel Mary Cartwright (deceased)
J. H. Crocker
A. S. Lamb (deceased Sept. 4, 1958)
Doris W. Plewes

1950

Silas H. Armstrong (deceased)
M. M. Bruker
E. W. Griffiths
Robert Jarman (deceased) —

1952

R. Wray Youmans (deceased) —
Physical Education
Jules Gilbert — Health
Oscar Pearson — Recreation

1954

Alphonse Dulude — Recreation
Iveagh Munro — Physical Education
Mary Barker — Health

1957

Cecile Grenier — Physical Education
Alberta Hastie — Health
William Bowie—Recreation (deceased)

1959

Rev. Mederic Montpetit—Physical
Education
N. Rae Speirs — Health

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Queen's University	6
McGill University	5
University of Saskatchewan	2
Graduate students in U.S.	5

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*NOTE: This list is based on Journal files as on July 30, 1959.

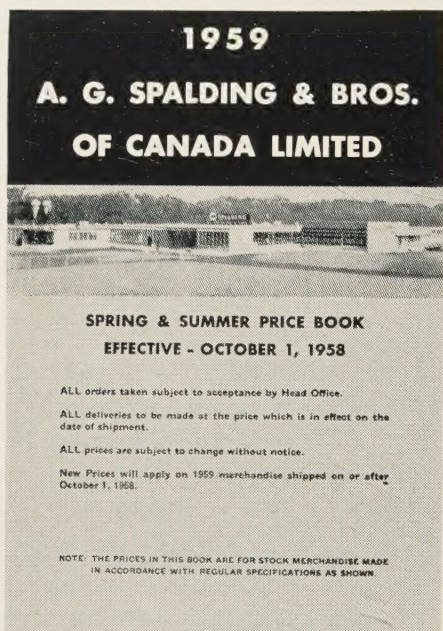
MISSING PERSONS SECTION

Reward offered in form of personal satisfaction to the person who recruits one or more persons to the cultural and fitness movement fostered by CAHPER Inc.

THE JOURNAL TAKES GREAT PLEASURE IN INFORMING THE MEMBERSHIP OF THE ELECTION OF MR. J. H. CROCKER AS THE NEW HONORARY PRESIDENT.

A pensketch of the career of Mr. Crocker will appear in a future edition of the Journal as will the citations which were read at the 1959 CAHPER Convention about the 1959 Honour Award recipients — Rev. Mederic Montpetit and N. R. Speirs. Mr. J. H. Crocker's address is Glen Sitka, Land's End Rd., R.R. #1, Sidney, B.C.

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